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*The State Advisory Council on Indian Education  
dedicates its 2002 Annual Report to Mitchell (Mitch) Tyler.*

# Foreword

Established in 1988 to identify issues and concerns that affect academic achievement of American Indian students, the State Advisory Council on Indian Education submits a yearly report to the State Board of Education focused primarily on the topics of academic achievement and dropout of American Indian students. The work of the Council from both previous years to present has established a foundation that has united our members in a common cause—improved academic performance of American Indian students. Working closely with the State Board of Education, the Department of Public Instruction, and several other agencies and partners, results of efforts undertaken by the Council have generated positive results:

- The adoption of fourth and eighth grade social studies state curriculum that reflects the history of American Indians prior to colonization;
- The State Board's approval of a high school elective course in American Indian Studies;
- Community forums that connect and engage American Indian parents with teachers, administrators, community leaders, faith-based organizations, and tribal communities.
- Disaggregated data on the performance of American Indian students statewide that provides an avenue for identifying and investigating the best practices of schools that are leading the way in increasing student performance; and,
- State policymakers and public school administrators and teachers in local tribal communities that are more aware and informed of historical facts about North Carolina's indigenous people and the state's seven recognized tribes.

This year's 2002 Report features a qualitative component that presents the best practices of an elementary school whose American Indian students have made significant performance gains over time. Quantitative information on academic achievement and dropout for the seventeen school districts receiving federal Indian Education funding continues as a focus. In January of 2002, the No Child Left Behind Act signed by President Bush renamed the services previously listed in Title IX to Title VII-Indian, Native, Hawaiian, and Alaska Native Education; therefore, programs identified in earlier reports as Title IX are now identified as Title VII. Part A of the new federal legislation addresses Indian education specifically as it relates to disaggregating data on American Indians. The State Advisory Council is proud to be a national leader in this area as we have been submitting a report to the State Board since 1997 that is aligned with most of the federal reporting requirements.

As Chair of the Council, I would be remiss if I did not mention the recent death of Mitchell Tyler. As Assistant to the State Superintendent in 1997, Mitch Tyler, led the effort to disaggregate testing data on American Indian students. His work led to better understanding and awareness of the issues impacting students and subsequently transitioned the annual report to a more comprehensive and analytical tool providing a means for better-informed and improved data-directed decision making. Based on his numerous contributions to the field of education and his work on behalf of all children, the Council dedicates its 2002 annual report to "Mitch" Tyler, a great American Indian, educator, leader, and friend.



Anthony Locklear, Chair



# Executive Summary



**State Advisory Council  
on Indian Education  
Annual Report**

*United for Success*



# State Advisory Council on Indian Education

## Indian Education Report

### Executive Summary

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#### Background

In 1988, the State Board of Education adopted an Indian education policy to provide a process for identifying issues pertaining to the education of Indian students in grades K-12. In the same year, the General Assembly passed House Bill 2560, which established a fifteen-member State Advisory Council on Indian Education to serve as the mechanism for deliberating on and advocating for Indian students in North Carolina.

While the Council has no governance responsibilities, it serves as a mechanism for advising the SBE on issues pertaining to the education of Indian students in grades K-12. More specifically, House Bill 2560 charges the Council with the following duties:

- to advise the State Board of Education on effective educational practices for Indian students;
  - to explore programs that raise academic achievement and reduce the dropout rate among Indian students;
  - to advise the State Board of Education and the Department of Public Instruction on ways to improve coordination and communication for the benefit of Indian students affected by state and federal programs administered at the state level;
  - to prepare and present an annual report to the SBE, tribal organizations, and to conferees at the annual North Carolina Indian Unity Conference; and
  - to advise the SBE on any other aspect of Indian education when requested by the State Board, educators, parents, students, business leaders, and other constituents.
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#### Council Membership

The composition of the Council ensures that multiple perspectives are raised and resolved in a procedural manner. The Department of Public Instruction provides assistance to the Council in carrying out its annual goals. A chairperson is elected to: 1) coordinate the annual meeting schedule, 2) ensure that annual goals are achieved, and 3) communicate with Indian communities on critical issues affecting Indian students in North Carolina public schools. The Council represents the following constituent groups:

- |                                   |   |
|-----------------------------------|---|
| • NC Legislature                  | one member appointed by the Senate President and another by the House Speaker |
| • UNC Board of Governors          | two members representing institutions of higher education                     |
| • Local School Districts          | ten Indian parents of students in grades K-12                                 |
| • NC Commission of Indian Affairs | one representative from the Commission  |
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# *State Advisory Council on Indian Education*

## Strategic Pathway for Strengthening Indian Education in North Carolina

**Mission Statement:** The State Advisory Council on Indian Education will create a system that will involve parents and the community to provide educational and cultural opportunities with high levels of expectations of accountability in areas of American Indian student achievement.

Strategic Priority: High Student Performance	Strategic Priority: Safe, Orderly, and Caring Schools	Strategic Priority: Quality Teachers, Administrators, and Staff	Strategic Priority: Strong Family, Community, and Business Support
Strategic Goals	Strategic Goals	Strategic Goals	Strategic Goals
Goal 1: American Indian students will have access to native language and dialect opportunities.  Goal 2: American Indian students will have access to early childhood readiness opportunities that provide social, physical, spiritual, emotional, mental and cultural foundations for school.  Goal 3: American Indian students will master essential knowledge and skills (reading, math and writing) which are necessary for an educated citizenry.  Goal 4: American Indian students will graduate from high school and pursue post secondary education.	Goal 1: American Indian students will attend schools that provide a healthy learning environment free of alcohol and other drugs.  Goal 2: American Indian students will attend safe school facilities in an environment conducive to high student performance.  Goal 3: American Indian students will learn in environments that reflect mutual respect of students, school personnel, administrators, parents and elders.	Goal 1: American Indian students will benefit from quality professionals and standards regarding effective culturally sensitive instruction, tribal cultural knowledge, and academic content knowledge.  Goal 2: American Indian students will benefit from quality instruction conducive to diverse learning styles of American Indian students.  Goal 3: American Indian students will benefit from a system designed to better recruit, retain, and compensate effective American Indian teachers, administrators, and staff.	Goal 1: American Indian students, parents, and tribal communities will be informed on issues impacting students and families.  Goal 2: American Indian students will benefit from a quality comprehensive and aligned system of support for the academic success and general well-being of American Indian children that promotes: <ul style="list-style-type: none"><li>• Meaningful parental and tribal involvement in schools.</li><li>• Interagency collaboration on health, social services, alcohol and other drug services.</li><li>• Tribal, state and local partnerships.</li></ul>
Strategic Priority: Technology for Learning and Communication	Strategic Goals		NC Department of Public Instruction 301 N. Wilmington Street Raleigh, NC 27601-2825
	Goal 1: American Indian students will have access to computer technology and programs for computer literacy leading to career opportunities.  Goal 2: American Indian students will benefit from a system designed for sharing information through technology to parents, the community and tribal organizations.		

11-15-00

# Recommendations to the State Board of Education

*In light of the information presented in this report, the State Advisory Council on Indian Education proposes the following recommendations for improving the education of American Indian students in North Carolina:*

- *As the State Board of Education considers the recommendations of the Commission on Raising Achievement and Closing Gaps, particularly Recommendation 11, the Council recommends that the study also look at current schools with significant American Indian populations, the school structure, instructional practices and strategies that may be unique to the present success of their American Indian learners.*
- *The Council recommends that the State Board of Education ensure that researchers for the study seek as resources individuals from the various North Carolina tribal communities who are knowledgeable of the history of organized education for the particular tribe.*
- *The Council recommends that the State Board of Education encourage local districts and schools that serve significant numbers of American Indian students to develop partnerships and incorporate programs such as GEAR UP, Upward Bound, Communities in Schools, 21<sup>st</sup> Century Scholars and other federal programs that work to improve achievement and increase the college-going rate.*
- *The Council recommends that the State Board of Education and the Department of Public Instruction inform local boards of education, particularly in those districts that serve a significant number of American Indian students, of the newly approved American Indian Studies elective, and encourage them to consider strongly offering the elective as an option for its high school students.*
- *American Indian students continue to make some of the most significant gains in closing the achievement gap, yet at the same time American Indian males followed by American Indian females lead all racial and ethnic groups in dropping out of school. The Council recommends that the State Board of Education conduct a research study focused on this paradox and determine what factors contribute to the disproportionate rate of dropping out of school of American Indian students, especially on the recent trend showing increasing numbers of dropouts among American Indian females.*
- *Research on dropping out of school shows that students disengage from school long before they actually stop attending. Therefore, the Council recommends that the State Board of Education require public schools to establish a process for identifying potential problems early in a student's school experience through measures such as attendance, performance and other related factors. Schools should also be required to develop and implement holistic programs that educate and engage parents in a child's education as a preventive strategy to address problems associated with dropout.*

# Part One



## North Carolina's Indigenous People: Then, Now and Beyond





# North Carolina Indians: A Historical Overview

*Archaeological evidence indicates that Indians were living in North Carolina at least 10,000 years ago. For centuries before European contact, these native people lived in harmony with the natural environment, taking no more from the land than they needed to survive. Individual ownership of land was completely alien to them. Fishing, hunting and farming provided food for their tribal groups.*

## **Early Encounters**

Indians of the Virginia and North Carolina coast were hosts to the first English-speaking explorers and settlers. Initial contact between these peoples was generally peaceful and friendly. The natives taught the newcomers fishing and agricultural techniques, introduced them to corn and tobacco cultivation, demonstrated methods of land clearing and showed them efficient use of the forest's bounty. White settlers exchanged manufactured goods for the Indians' knowledge. Too late did the Indians realize that they had sacrificed their self-reliance for the white man's conveniences. The European concept of land was total possession, not sharing. Hostile feelings developed between the Indians and the settlers, setting the stage for continued clashes.

## **Coastal Plains Indians**

At this time, the coastal plains Indians of North Carolina numbered approximately 35,000 or about 30 tribes geographically separated by linguistic groups. Along the northeastern and central coast were the Algonquians. To the south resided those of Siouan lineage. And to the west lived the Iroquoian-related Tuscarora. For these Indian tribes, early contact with white men often was followed by early extinction. Among the causes were warfare and disease. By 1710, the coastal Indian population had dwindled to no more than 5,000.

## **Tuscarora War**

The Tuscarora War in 1711 marked the last significant effort of the eastern Indians to halt the white tidal wave that was sweeping them off the land. For two years the Tuscarora fought the many military expeditions sent against them, but in 1713 they suffered a major defeat which broke their power forever.

## **Indian Removal Bill**

By the 1760s, white settlement had reached the mountain foothills of North Carolina, the home of the Cherokee. In 1838, under the authority of the Indian Removal Bill, nearly 17,000 Cherokee were forcibly removed from their ancestral home. Nearly one-fourth of the Cherokee resisted removal, however, and it is from this nucleus that the Eastern Band of the Cherokee was formed.

## **Present-Day Tribes**

By the mid-1800s, European settlement had spread across the central piedmont. Small tribes fled before the invasion and most joined kinsmen in eastern and southern North Carolina, southern Virginia or South Carolina. It is from these last surviving groups that the present-day, state-recognized tribes of North Carolina - the Lumbee, Coharie, Waccamaw-Siouan, Haliwa-Saponi and Meherrin - trace their ancestry.

## **Little Recorded History in 1700s**

Little history is recorded regarding the surviving eastern Indians between the early 1700s and the early 1800s. However, it must be remembered that for these Indians, survival depended largely on their ability to withstand the state's policy of forced anonymity for their kind and their ability to accept their designated place in the white social order.

## **Reconstruction**

During Reconstruction, political equality was supposedly restored when the vote was extended to all men regardless of color. However, when Reconstruction ended in North Carolina, the N.C. General Assembly established separate schools for whites and blacks. No schools were established for Indians.

### **Indian Schools**

In 1885, however, the N.C. General Assembly passed legislation which established separate schools for the Indians of Robeson County. In 1887, Croatan Normal School opened its doors to Indian students of Robeson County. Over the next 70 years other Indian communities in the state were successful in their aims to establish schools.

### **Indian Recognition**

Beginning in the late 1800s and continuing into the early 1970s, Indians in North Carolina re-established their formal tribal identities and sought recognition from the state and federal governments. In 1889, the federally recognized Eastern Band of the Cherokee was incorporated under North Carolina law. In 1910, the Lumbee were formally recognized by the State of North Carolina. The "Lumbee Bill," passed by the U.S. Congress in 1956, recognized the Lumbee as an Indian tribe but denied them access to services from the Bureau of Indian Affairs. In 1965, the Haliwa-Saponi received state recognition, as did the Coharie and Waccamaw-Siouan in 1971. In 1979, the N.C. Commission of Indian Affairs was given the authority to establish procedures for state recognition of North Carolina Indian tribes and organizations. The Meherrin Tribe of Hertford County was granted state recognition under these procedures in 1986. Indians of Person County is the most recent tribe to be granted state recognition.

### **More Progress**

Throughout the 1960s and 1970s, the Indians of North Carolina continued to make progress despite still prevalent discrimination and many obstacles. Seven Indian organizations, chartered by the State of North Carolina during this time, currently provide a variety of services to Indian people in North Carolina. Pembroke State College for Indians, the first four-year institution for Indians in the nation, became a member of the University of North Carolina system and its name was changed to Pembroke State University and is now the University of North Carolina at Pembroke. Also during this period, Indians became lawyers and doctors, gained seats on

local boards, were hired or appointed to important federal and state positions, and were elected to the N.C. General Assembly.

### **Commission of Indian Affairs Formed**

In 1971, the N.C. Commission of Indian Affairs was established by the N.C. General Assembly to advocate for the rights of the state's Indian population, a population which in 1990 numbered over 80,000, the largest Indian population east of the Mississippi River and the seventh largest in the nation.

### **A Look at the Future**

Despite the advances of the Indian people of North Carolina during the last 200 years, serious health, social, economic and educational problems still remain. These problems, however, have not caused the Indians of North Carolina to lose their confidence or hopes in the future. Their struggles for equality and recognition have continued and they continue to persevere to overcome them.

# North Carolina's American Indians

North Carolina's history – the time period for which we have written records – began with the arrival of European explorers. The term Contract Period refers to the time when these explorers first encountered native inhabitants. During this time, Indian populations decreased dramatically because of disease, warfare, and forced relocation. Through the years, Indian cultures changed rapidly, and some were all but wiped out completely. Many groups suffered discrimination as they struggled to preserve their cultural identity. Today, North Carolina Indians are reviving their languages and traditions.

## North Carolina's Tribes

### **Coharie**

The Coharie are descendants of the Neusiok Indians. Since the 1730s, they have lived along the Little Coharie River in Sampson and Harnett counties. In the 1800s, the Coharie established schools with their own teachers and funds. In 1943, the Coharie tribe started a high school. The tribe's center of activity is the church.

### **Eastern Band of Cherokee**

In 1838, the United States government made the Cherokee leave their homelands. The forced march of the Cherokee to Oklahoma became known as the Trail of Tears. A small group of Cherokee that was allowed to remain in the North Carolina mountains became the Eastern Band of Cherokee. The Qualla Boundary reservation, where much of the tribe now lives, was chartered in 1889.

### **Haliwa-Saponi**

The Haliwa-Saponi are descendants of the Saponi, Tuscarora, Occaneechee, Tutelo, and Nansemond Indians. In the 1700s, these five tribes merged, settling in the area of Halifax and Warren counties where the Haliwa-Saponi live today. In 1957, the Haliwa-Saponi established the only tribal school recognized by North Carolina at that time. Today, that school building houses the Haliwa-Saponi Tribal Charter School.

### **Indians of Person County**

For more than two centuries, the Indians of Person County have lived in the central Piedmont, straddling the North Carolina-Virginia border. They descended from a band of the

Sappony Indian nation that stayed behind when the tribe moved north and joined the Iroquois in 1753. The tribe established a church in the 1830s and a school in 1888. Today, tribal members are documenting their past and revitalizing their community.

### **Lumbee**

The Lumbee is the largest tribe east of the Mississippi River and the ninth-largest tribe in the country. They descended from the Cheraw and related Siouan-speaking groups. The name Lumbee, adopted in 1952, was derived from the Lumbee River, which flows through Robeson County. The tribe lives in Robeson, Hoke, Scotland, and Cumberland counties and has a strong presence in local government and the community.

### **Meherrin**

Written history of the Meherrin, which means "people of the muddy water," dates back to 1650. Tribal enemies and conflicts with colonists forced them from Virginia into Hertford County. Today, the tribe also lives in Bertie and Gates counties. Meherrin tribal members have renewed interest in their traditional arts, crafts, and culture.

### **Waccamaw-Siouan**

The first written record of the Waccamaw-Siouan people appeared in 1712. The tribe, then known as the Woccon, lived near Charleston, South Carolina. After fighting a war with South Carolina, the Waccamaw-Siouan retreated to the swampland of North Carolina. Today the tribe lives near Lake Waccamaw, in Columbus and Bladen counties.





# Part Two



## One School's Success





# A “Union” of Meritorious Practices- One School’s Success Story

*Angela Foss, Doctoral Intern  
East Carolina University*

## Introduction

What can North Carolina schools do in order to assist American Indian students to experience increased success? This question was one that the State Advisory Council on Indian Education hoped to answer with the help of a visit to Union Elementary School and to the district office for the Public Schools of Robeson County. The Council identified ten schools in North Carolina that have been successful in consistently making progress in the achievement level of American Indian students over a five-year period, 1996-2001. Union was selected by the Council as a case study because there was a significant population of American Indian students tested (over 200 each year), and Union was the only school of the ten where each grade level had made improvements in both reading and math each year. In hopes of providing information that may help other schools in the state experience increased success, a close examination of what Union is doing to increase the numbers of its students scoring at proficiency levels. Just as every student has a story worth telling, so does every school; and the following is the story of Union Elementary.

### Union Elementary School Percentage of American Indian Students at or above Proficient

Grade Subject	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
3 Reading	31	26	30	33	41	38	58	80	70	32	65	49	71	89	80
Math	31	33	32	35	39	40	48	77	64	36	70	53	72	93	81
4 Reading	44	52	47	32	35	33	53	65	61	44	69	58	39	52	46
Math	38	39	38	64	60	63	100	91	95	81	88	85	63	78	71
Writing(1)	-	-	35	38	52	45	68	65	66	42	66	55	75	65	70
5 Reading	52	63	58	45	62	53	39	53	44	42	79	63	84	81	83
Math	43	71	58	69	58	64	81	58	71	68	79	74	77	97	88
6 Reading	30	52	41	44	55	49	48	60	53	61	30	48	50	58	55
Math	32	72	52	73	77	75	81	85	83	69	57	64	94	80	85

### Union Elementary School Performance Composite for School in Reading, Math, and Writing

Subject	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
Reading	44	48	58	56	69
Math	46	60	78	71	82
Writing	35	46	65	58	72

Notes:

1 Writing assessments are only conducted in 4th grade.

### *Union's "body"*

Before examining what Union is doing, it is important to examine who Union actually is. At the start of my Union visit, a little red car adorned on top with a well-lit sign, and thus initially mistaken for a pizza delivery vehicle, serendipitously met me at the front of the school. Little did I know that this car was truly symbolic of who Union is and was beginning to tell me the true Union story. As is true of individuals, a school's heart certainly cannot be measured by its exterior. Union was built in 1952 and, despite a beautiful new building that was recently added, the facility is still in need of repair. Adequate space for parking at Union is increasingly becoming an issue, and the principal of the school is hoping the school's side lawn will soon be covered with cement. Union is a Title I school with 87% of its pre-kindergarten through sixth grade students qualifying for free and reduced lunch. It is also a very rural school surrounded by fields and farms. There are 434 students presently enrolled at Union, of which the majority are American Indian. Many Union students live in single-parent homes, and many others do not live with parents at all but live instead with grandparents. Both the student population and the staff at Union are relatively stable, there is little teacher turnover, and there are few transient students. There is one principal, and no other administrators.

### *Union's priority*

Interviews with parents and leaders at both the school and district levels, as well as observations and informal chats with numerous Union faculty members, tell the "real" story. One very dominant theme quickly emerges—curriculum and instruction. All stakeholders know and understand the top priority, and they provide opportunities for it to happen. As classrooms within each grade level are observed, virtually all students appear to be on-task and engaged in learning. When a question concerning discipline is asked, the response given is that discipline is generally not a "real" issue at Union; students are just too busy learning. Even the layout of Union Elementary School purposely supports curriculum and instruction. All of the grades tested, 3rd – 6th, are in the main building with the oldest students being placed closest to the principal's office and right beside the bathrooms in the main hall. This arrangement makes it a little difficult for the older students to "get lost" in the halls and also helps logistically to simplify testing. First and second grade classes are placed at the back of the school in a new building, one desired by many. These classes are placed here because assistants at those grade levels can, if a need arises, walk to the main office without interfering with instruction in other parts of the school. Pre-kindergarten and kindergarten classes are clustered together on one side of the school since these classes share teacher assistants. As Union's layout indicates, the school is passionate about its clearly defined purpose; virtually every response from anyone concerning why things are the way they are at Union relates first and foremost to increased time for teaching and learning.

### *Union's practices*

One favorite topic of discussion of the Union staff is the reading program that, in their minds, embodies some very important "best" school practices. Parents are very familiar with the "highly structured" reading curriculum that the school is using with its students. Even parents of students who are not as proficient as others in reading are quick to say that their children actually enjoy it. Teachers also seem to really enjoy the program. In addition, the reading program appeals to a variety of student learning styles; for example, one of its delivery methods is through an audio component. The school has added even more structure to the program by providing a pacing guide for teachers. Teachers know at the very beginning of the school year that they should do a certain number of tapes with students by a certain time. There is also a set amount of time each day (around 45 minutes) during which teachers work with students using the program materials. Union also believes strongly in the continuity of its reading program. Students begin the program in kindergarten and continue to use it throughout their years at

Union. School leadership initially encouraged the program because they felt that it was both cost-effective and closely aligned with the state's standard course of study. All Union stakeholders continue to strongly support the program as they feel that it, by use of a small group approach, helps students to be successful. For example, read-aloud sessions are done with peers who are at the same reading level.

In addition to expressing a clear understanding of Union's reading program, all stakeholders demonstrate an appreciation for and an understanding of what the state requires of students. Information on the state accountability system and the gateways are posted on walls throughout Union. Everyone discusses how very important the practice of test analysis is to achievement. Parents and their children know exactly where they were in the past, where they are today, and where they need to go in the future. After several years, school leadership realized that while they, their staff, parents and community understood testing and its implications fairly well, they had left out one key group of stakeholders—the students themselves. The school then quickly went to work involving the students as much as possible in the process. Union began to understand that those most directly affected by the state standards, i.e., the students, were perhaps the most important ones to educate concerning what it all means. District leadership also voices how impressively Union is able to use test analysis in order to support curriculum and instruction. The testing explanation most commonly heard at the school is that “testing is like going on a trip—in order to get where you need to go, you have to know where you're going and how to get there.” One strategy that Union utilized last year in order to increase their students' reading ability was to work with both students and parents on how to approach a reading passage. The school used materials from both the district and state offices to do this, and their exposure to the reading process in this way yielded their highest standardized test scores ever.

As the school staff passionately discuss the reading program and its analytical approach to testing, one fact becomes quite obvious; it is important to Union to move all students forward. For example, the school does not just focus on moving level II students to level III but also on moving level III students to level IV; and the expectations vocalized consistently make it clear that each and every Union student can and should make it all the way to the top. Union's story is one of patience. Both parents and school leadership talk about the incredible perseverance of the Union staff and the fact that they give students many opportunities for success. If one method does not work, they try another. Just as the school leadership refuses to give up on any one of their staff members, Union's teachers refuse to give up on any one of their students. School practices and programs are viewed in the same light. Strategies and people are given time, and thus they are not immediately discarded just because they do not work right away.

“We can't do it all between 8:00 and 2:30” is another reality that the school embraces. Union's twice-a-year tutorial program which provides students with snacks and free transportation is just one example of their after-2:30 practices. Union's after-school practices are their own teacher-designed and implemented Project READ program. This program covers all subject areas, but the “READ” in the title is significant as the Union staff wanted to make it clear that, in order to succeed in any academic area, students must have the ability to read. Project READ provides increased opportunities for teachers, students, and parents to work together. During a recent Project READ family night for example, one Union teacher worked with the parents of students in the lower grades so that they might have a better understanding of the math program the school currently uses while a group of upper grade-level teachers worked with the parents of their students in order to give them a better understanding of what their children's end-of-grade test scores mean. As a testimony to the effectiveness of Project READ, a parent spontaneously stood up at a recent PTA meeting and strongly encouraged all other parents to attend Project READ family nights as they had already been so very beneficial to her. This project just begins to tell the story of the Union staff's dedication to its students and community.

In addition to this program, Union has designed an attendance incentive program. There is a youth development staff member who is at Union two days a week and who works with this program during those days. Through this program, students who have the most days in attendance are periodically recognized. One type of recognition students receive is a banner with their name that is displayed on the door of their classroom. Attendance has improved greatly since the implementation of this program, as has parent involvement since the implementation of Project READ. Last school year, thanks to its new attendance award program, Union had the highest attendance rate in the whole county not once, but twice. The timing of this program is also significant as the decision to put it in place was made when the faculty noticed a “slump” in attendance. They chose to take action before attendance became a real issue at Union. This attendance program is just one way through which Union expresses its belief in validating students by regular celebrations. Union believes strongly in rewarding all students who are putting forth an effort. For example, the school rewards not only those who read the most but also all those who read or who are non-readers but find someone to read to them. While the rewards are small, pencils for example, they are meaningful to students and encourage them to persevere in their academic endeavors. Union believes in rewarding its staff as well. The school’s most recent celebratory effort is being facilitated by a community artist who is volunteering his time to paint stars on the school’s cafeteria wall. *Teachers Who Are Doing a Stellar Job Promoting Reading Will Be the “STARS.”*

Relevant professional development, such as curriculum meetings that include all the principals, assistant principals and central office staff countywide, is another “best” practice that serves to tell the Union story. During these monthly meetings, a book related to current school issues is given to the faculty and they are asked to read it prior to the meeting the following month. A topic they recently covered, by not only the inclusion of a text but also of its author, is “how to better work with people—how to be good to each other so that more good things can get done.” As these meetings occur late in the day, dinner is served and administrators are given a chance to talk about their respective schools. Much of what they do is sharing what they and their faculty do that is working particularly well for students. This new district practice has not only given Union more of a sense of district-wide camaraderie, but it has also given them an opportunity to add even more to the good things happening at their school. They feel that it is important for them to know what their colleagues across the district are doing and for them to consistently share what works well with each other. According to school leadership, this practice is symbolic of the fact that the entire school district is becoming more and more focused. In addition to the countywide curriculum meetings, principals receive also district-wide grade level word lists at their meetings, and instructional district aides go from school to school sharing “best” materials and practices. Not surprisingly, Union’s leadership takes these district practices a step further. Instructional materials are not only given to all faculty members but they are also provided staff development on how to use the new materials. Leadership recognizes the distinction between giving someone materials and teaching them how to use them. Recognition of this distinction was also evident upon adoption of the reading program at Union. Faculty members were given extensive professional development in order to ensure that they truly understood how to best utilize the program materials.

Faculty members are included in virtually all of the decision-making that occurs at Union. A big part of Union’s success story no doubt has to do with the fact that the school has true instructional leadership as its base—leadership that epitomizes the art of facilitation. Faculty members are pulled more and more into the “big” decision-making arena and are subsequently becoming more and more comfortable making the “big” decisions themselves. Thus, there is a strong underlying sense of professionalism and ownership throughout the school. This quality is perhaps most evident in the school pride that the Union family so readily and consistently vocalizes. “One person cannot do it all” is their motto, and it is evident that the talents of everyone are both identified and utilized. Perhaps Union’s sense of collaboration can best be summed up with the following quote: “There are a lot of wonderful minds at Union and



they could have chosen to do anything, but they chose to be here; and we're grateful for that." This collaboration is consistently evident in school decisions such as frequent grade-level planning meetings and team teaching efforts. This collective spirit is also evident in that everyone gives credit for Union's success to the "team" and takes very little credit, if any, for themselves. If there is ever a question concerning whether or not all school stakeholders are valued, it can best be answered by noting the rapport between instructional staff and support staff. Teachers express their appreciation for custodial staff by keeping their door decorated all year long and not just during their appreciation week. In addition, every staff member from the cafeteria manager to the bus drivers know how students are doing, seem to understand the testing process and recognize and show pride in their role in encouraging students to excel academically. Each child's success is everyone's pride.

The sense of collaboration at Union extends far beyond its school walls. Faculty members make it clear that parents and the community know everything that "they" (the school) know, and faculty give and feel strong support to and from the district office and consider them to be a valuable stakeholder as well. Union faculty has also increased the extent to which parents are included by providing them with their own section in the media center. Upon entering the media center, the area to the immediate right is labeled "parent corner", materials that explain state standards, that answer specific questions about testing, that cover the specifics of the curriculum at Union, and that cover many other useful topics as well are available for parents to check out and use. The PTA at Union is also a key stakeholder group. The group helps keep families involved by doing things such as regularly sending home letters that inform families of their children's progress. The current project of this very active bunch of dedicated individuals is nametags for all Union staff. The staff, of course, designed their nametags themselves, and the parents, of course, were not surprised as they are consistently told that teachers are the ones to whom they need to contact first, if they have questions. Parent and teacher empowerment is definitely a big part of the Union success story, as is the relationship parents, teachers and leadership share.

Parents define the most important element in Union's story with one word—"teachers." Union teachers really know their students, and that feeling of being known makes all the difference. Staff members teach students first, and they teach reading, writing and math second. Thus, students really want to learn because they feel so very valued and get what they need. In many cases, this need may not always occur in the students' homes. Most agree that teachers collectively make the most positive difference between a successful school story and other school stories, and Union is certainly indicative of this fact. Teachers are "strict," and they make those around them—parents, students and each other—feel like everyone is on the same level. As they do this, they are simply following the lead of their very active leadership; and they translate "active" as "always in the classrooms" and "always very open to the public." While other principals might nod and say "hello" to parents as they walk down school hallways, Union's principal takes the time to stop and talk with them. Parents thus identify their informal school slogan as "the doors are always open." When asked what, if anything, they would change about Union, parents only have one response—more money. They wish that more money was available so that teachers would not have to buy so much out of their own pockets and so that students would not have to share materials and only use certain "good" materials at school. Yet typical of the "Union attitude," parents do not complain about not receiving enough money. They do not choose to criticize their district or state for under-funding them. They instead simply and responsibly reply, "Maybe we could have more fundraisers to help."

## *Conclusions*

That little red car mentioned earlier, the one that introduced me to Union sums up the school's true spirit and thus its foundation for success. Union Elementary embodies the concept of "community school." The car that met me at the school's front door is driven there four days a week by community volunteers. These volunteers work with rising third graders who are struggling to read, and they do so with selfless dedication and perseverance. They are referred to as the "spirit of Union" and thus the folks who tell the school's "real" story. The village concept, the belief that it takes a community in order to effectively rear a child, is the one that Union stakeholders most frequently voice. And Union is a village where everyone not only is but feels "known." Is Union the way it is because it is, relative to many other schools, a "small" school? The stakeholders think not; when asked if size makes a big difference, they are quick to point out that they have been involved in schools that, though they were smaller, were not nearly as impressive. They truly believe that if Union increases substantially in size, its attitude, its spirit, and its practices would continue and so would their students' success.

Union also happens to be a school at which close to all students in attendance are members of an ethnic minority group. This fact, however, is almost never mentioned by anyone. Most stakeholders assert that the practices at Union seem to work best for students, just "students" with no descriptors. One person sums up the school's environment and intent beautifully with the following quote: "We want what's best for our students, and we do what we think is best for them. They just happen to almost all be American Indian." Should this statement be interpreted to mean that race does not matter? No. Most educators, and maybe most people in general, would take issue with that and rightfully so, as race unfortunately appears to still matter quite a bit in a lot of ways. This statement is significant, however, for a different reason. Perhaps all schools in the state, and not just those that have a high percentage of American Indian students, could learn a lesson or two from Rowland, North Carolina's, Union Elementary School.

## *Union in a "nutshell"*

If this story of school success was told by a thematic summary of "best" practices that are consistently a part of the environment at Union Elementary School, the following would be a "top ten" list:

1. **Planning** is data-driven. Student results are analyzed at every grade level to assess needs and to plan instruction.
2. **Collaboration**, both school-based and district-wide.
3. **Aligned professional development** - Professional development activities are connected to student learning.
4. **Communication** - Open communication so everyone is well informed.
5. **Shared decision-making** - Ownership for the school and utilizing the expertise of everyone.
6. **Education and involvement** - All stakeholders including parents, students, faculty and community are engaged participants.
7. **Celebrations and rewards** - Inclusive so that everyone "wins".
8. **Numerous and varied opportunities for students to succeed** - Many types of enrichment and "help" sessions are made available for students within and outside the school day.
9. **High expectations** for everyone - parents, students, faculty, and community.
10. **Structured learning environment with a clearly defined purpose and vision** - A focus on curriculum and instruction with all materials building upon the state's standard course of study.



**Union Elementary School  
2547 NC 710 Hwy. S.  
Rowland, NC 28383**

***“Preparing Today’s Student for Tomorrow’s Future”***

**Success Strategies for Union Elementary School**

Formula-Three (Reading, Spelling, Learning Program)

Project READ/Family Nights

Accelerated Reader Program

Accelerated Math Program

Team Teaching

After School Tutoring

Narrative Writing Buddies

In-service Workshops (Reading, Math, Writing, Technology)

Grade Level Planning

Parent Conferences

Student Conferences

Student Services Management Team (SSMT)

High Expectations

Teamwork

Attendance at local, district, state, and national conferences/workshops

Parents’ Breakfasts/Luncheons

Writers’ Luncheons

Attendance Incentive Program

Student of the Month

Awards Programs

School Visitations

Saxon Math (1-2)

Exceptional Children Program

Academically/Intellectually Gifted Program



The Council identified ten schools in North Carolina that have been successful in consistently making progress in the achievement level of American Indian students over a five-year period, 1996-2001. Further study of these schools and their “best practices” may provide greater insight into the structure and strategies that work best for the American Indian learner.

### North Carolina Schools Increasing the Success Rate of American Indian Students

Rank	County	School	Grades	Percentage of AI students proficient in reading/math						'96-01 increase
				1996	1997	1998	1999	2000	2001	
1	Robeson	West Lumberton	PK-4	25	33	33	59	46	100	75
2	Cumberland	Gray's Creek	K-5	20	NA	35	47	56	75	55
3	Robeson	Parkton	PK-8	12	20	26	23	26	53	41
4	Robeson	RB Dean	PK-4	22	22	35	50	45	62	40
5	Scotland	South Scotland	PK-5	43	53	64	82	65	80	38
6	Robeson	Janie Hargrave	PK-4	27	19	NA	42	43	64	37
7	Hoke	West Hoke	6-8	13	17	38	52	53	49	36
8	Halifax	Eastman	6-8	30	40	54	66	70	65	35
9	Robeson	Union	PK-6	30	35	39	52	51	64	34
10	Scotland	Sycamore	6-8	35	44	42	64	60	67	32

Rank	County	School	Grades	Percentage of AI students proficient in reading/math					
				1996	1997	1998	1999	2000	2001
1	Robeson	West Lumberton	PK-4	32/69	27/61	19/60	29/52	26/43	19/49
2	Cumberland	Gray's Creek	K-5	15/330	14/329	17/360	16/344	20/347	18/372
3	Robeson	Parkton	PK-8	29/277	44/322	28/390	41/441	38/436	46/445
4	Robeson	RB Dean	PK-4	57/176	58/187	53/182	56/196	52/189	52/208
5	Scotland	South Scotland	PK-5	40/261	37/242	46/260	56/288	59/272	54/292
6	Robeson	Janie Hargrave	PK-4	21/83	20/83	14/83	16/90	15/75	16/78
7	Hoke	West Hoke	6-8	71/603	96/686	81/624	82/599	90/600	80/565
8	Halifax	Eastman	6-8	101/307	89/314	81/308	91/303	80/298	87/304
9	Robeson	Union	PK-6	223/241	237/256	223/245	229/253	217/237	226/242
10	Scotland	Sycamore	6-8	49/546	48/518	48/512	61/505	65/525	72/610

Notes:

- 1 AI is American Indian.
- 2 NA = data not available

# Part Three



## Student Achievement Data





# An Analysis of Achievement: American Indian Students in North Carolina

A primary purpose of this report is to provide state and system-level results for the end-of-grade (EOG) and end-of-course (EOC) tests administered to American Indian students during the years 1999, 2000 and 2001. Each year EOG and EOC tests are administered to more than one million students in grades 3 through 12 in North Carolina. A general description of the testing program, the ABC's of Public Education, and statewide Student Accountability Standards used in North Carolina are located in the appendices (Appendix E).

The numbers and percentages of students scoring as proficient in the following tables are based on the numbers and percentages of American Indian students scoring at or above Achievement Level III on the EOG and EOC tests as compared to all students in the state. **It should be noted that data reflects the seventeen local school districts that receive Title VII federal funding. An asterisk (\*) appears when the number of American Indian students tested is statistically insignificant.** The following observations are relative to statewide results:

- The performance of American Indian students in North Carolina as measured by the end-of-grade tests in reading and mathematics continues to improve in grades 3-8 with 60.9 percent of American Indian students scoring at or above Level III in 2001.
- End-of-grade reading tests show gains in American Indian achievement at all grade levels. In mathematics, there were slight gains for American Indians in all grade levels except for 4<sup>th</sup> and 8<sup>th</sup> grade. State results in mathematics reflect a decrease at the 8<sup>th</sup> grade as well.
- While the performance of American Indian students in grades 3 through 8 is consistently improving in the areas of reading and mathematics, it is accurate to report that these students continue to perform considerably lower than the aggregate of comparable students in North Carolina for the year 2001. The achievement gap continues to exist.
- End-of-course tests reflect gains in American Indian achievement in all courses except Physics where there was a slight decrease from last year's performance. This decrease is also reflected in the state results for Physics.
- While the performance of American Indian students has shown improvement on the end-of-course tests, the percent of American Indian students demonstrating proficiency on the ten high school tests continues to lag behind comparable students in the state in all areas. The results of American Indian students on the Algebra I EOC examination is closest to the performance of comparable students with 8.4 percentage points difference. The range of difference in EOC results for American Indian students as compared to other high school students enrolled in advance high school courses is from a low of 17.4 percentage points in Algebra II to a high of 28.1 percentage points in Chemistry. The achievement gap continues to exist.

**STATE (ALL STUDENTS) SUMMARY DATA**  
**EOG/EOC Tests**  
**Reading at or above Grade Level**

	1999		2000		2001	
Grade	AI	State	AI	State	AI	State
3	64.3	73.6	62.6	74.4	69.4	76.4
4	60.0	71.4	61.2	72.1	61.6	74.6
5	59.3	75.8	65.1	79.1	71.5	82.7
6	58.8	72.3	53.0	69.5	58.8	70.6
7	61.9	76.6	61.5	76.4	62.2	75.3
8	66.6	79.9	73.8	82.5	74.4	83.3

**EOG Tests**  
**Mathematics at or Above Grade Level**

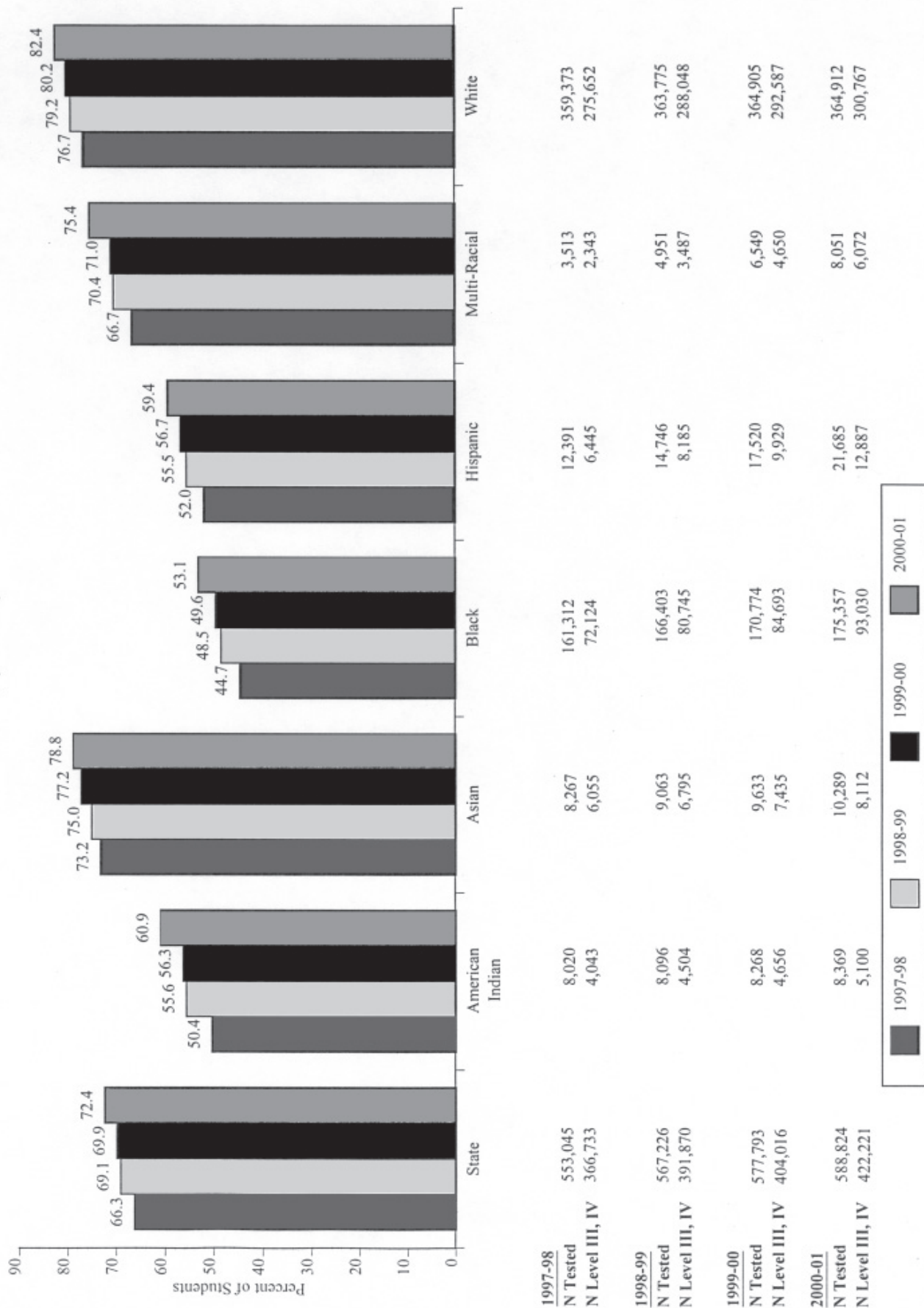
	1999		2000		2001	
Grade	AI	State	AI	State	AI	State
3	63.5	70.0	63.3	71.8	68.8	73.6
4	76.6	82.7	80.5	84.4	78.9	86.8
5	70.5	82.4	71.9	82.9	77.8	86.7
6	74.2	81.1	70.2	81.0	75.2	82.9
7	76.1	82.4	72.7	80.7	73.3	81.2
8	68.7	77.6	74.7	80.6	72.5	79.5

**EOC Tests**  
**At or Above Achievement Level III**

	1999		2000		2001	
Subject	AI	State	AI	State	AI	State
Alg. 1	54.4	65.4	52.1	68.9	67.6	76.0
Bio.	44.2	57.7	36.6	57.6	46.3	61.0
ELP	46.8	67.4	41.9	67.3	54.5	70.0
Eng. 1	46.4	64.6	48.3	68.4	50.8	68.3
US His.	29.5	51.0	27.4	46.9	34.7	50.5
Algebra II	34.2	59.0	37.3	62.7	55.6	73.0
Chemistry	37.5	60.4	39.8	62.0	46.3	74.4
Geometry	30.9	58.3	37.6	60.0	44.6	65.5
Physics	36.1	72.1	45.9	72.9	45.4	63.9
Phy. Science	34.2	55.6	32.4	57.1	40.5	59.9



**1997-98 to 2000-01 End-of-Grade Multiple-Choice Test Results**  
**Percent of Students at or above Level III in Both Reading and Mathematics**  
**Grades 3-8 Combined, by Ethnicity**



Notes: \*The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum in the 2000-01 school year.  
 "N Tested" and "N Level III, IV" for ethnicity categories do not sum to the state "N Tested" and "N Level III, IV" because ethnicity was not coded on some student answer sheets and, therefore, some students were reported in the state data only.  
 Data received from LEAs and charter schools after August 2001 are not included in this figure.

**Public Schools of North Carolina  
American Indian Students At or Above Grade Level:  
Percent and Number Tested**

<b>EOG</b>		<b>COLUMBUS COUNTY</b>						<b>Reading</b>		
		<b>American Indian</b>			<b>System (All students)</b>			<b>State (All students)</b>		
<b>Grade</b>	<b>Participation</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
<b>3</b>	% Grade Level	43.0	41.4	65.6	58.0	64.5	70.8	73.6	74.4	76.4
	N Tested	32	29	32	565	538	534	100415	101064	101652
<b>4</b>	% Grade Level	62.0	54.5	68.4	63.0	59.3	66.2	71.4	72.1	74.6
	N Tested	32	33	19	503	535	520	97914	99451	99717
<b>5</b>	% Grade Level	60.0	75.8	73.3	67.0	74.9	73.2	75.8	79.1	82.7
	N Tested	30	33	30	521	491	519	94807	98099	99639
<b>6</b>	% Grade Level	54.0	51.9	61.5	63.0	62.6	61.8	72.3	69.5	70.6
	N Tested	31	27	39	541	546	524	93607	96489	100079
<b>7</b>	% Grade Level	61.0	60.0	57.7	68.0	71.6	65.7	76.6	76.4	75.3
	N Tested	31	35	26	554	545	533	91872	94031	96945
<b>8</b>	% Grade Level	54.0	67.7	96.3	71.0	77.4	79.8	79.9	82.5	83.3
	N Tested	33	31	27	553	539	505	90331	90984	93305

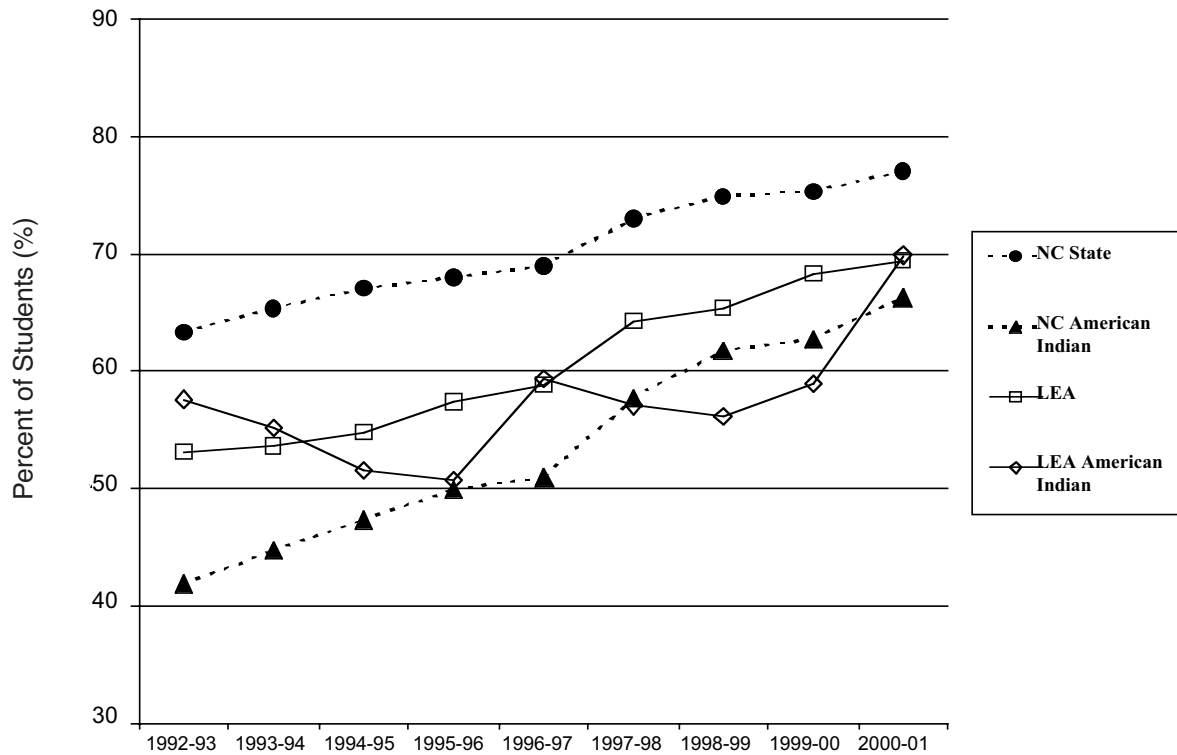
<b>EOG</b>		<b>COLUMBUS COUNTY</b>						<b>Math</b>		
		<b>American Indian</b>			<b>System (All students)</b>			<b>State (All students)</b>		
<b>Grade</b>	<b>Participation</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
<b>3</b>	% Grade Level	56.0	62.1	78.1	61.0	68.8	68.7	70.0	71.8	73.6
	N Tested	32	29	32	567	539	536	100911	101572	102160
<b>4</b>	% Grade Level	75.0	78.8	60.9	80.0	80.2	85.1	82.7	84.4	86.8
	N Tested	32	33	23	505	540	524	98393	99990	100392
<b>5</b>	% Grade Level	66.0	66.7	80.0	80.0	79.1	80.5	82.4	82.9	86.7
	N Tested	30	33	30	525	492	524	95258	98558	100226
<b>6</b>	% Grade Level	67.0	55.6	66.7	75.0	76.1	80.2	81.1	81.0	82.9
	N Tested	31	27	39	543	547	525	93841	96708	100367
<b>7</b>	% Grade Level	68.0	80.0	76.9	75.0	80.4	76.1	82.4	80.7	81.2
	N Tested	32	35	26	555	546	535	92000	94124	97114
<b>8</b>	% Grade Level	66.0	87.1	93.1	73.0	77.3	78.7	77.6	80.6	79.5
	N Tested	33	31	29	553	538	512	90397	91053	93408

<b>EOC</b>		<b>COLUMBUS COUNTY</b>						<b>High School Subjects</b>		
		<b>American Indian</b>			<b>System (All Students)</b>			<b>State (All Students)</b>		
<b>Course</b>	<b>Participation</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
Algebra I	% Grade Level	56.7	45.5	81.6	54.1	63.9	73.5	65.4	68.9	76.0
	N Tested	30	11	38	754	510	596	87449	90109	93000
Biology	% Grade Level	36.4	66.7	38.1	46.1	42.5	46.6	57.7	57.6	61.0
	N Tested	11	21	21	401	492	489	76950	80549	81959
ELP	% Grade Level	61.3	65.0	62.5	62.8	63.2	64.2	67.4	67.3	70.0
	N Tested	31	20	24	521	497	492	77740	78992	90209
English I	% Grade Level	51.9	41.7	43.3	56.1	58.5	60.5	64.6	68.4	68.3
	N Tested	27	36	30	533	586	521	89775	93434	94707
US History	% Grade Level	33.3	48.3	52.6	37.2	43.5	47.4	51.0	46.9	50.5
	N Tested	18	29	19	441	469	420	69701	70930	73742
Algebra II	% Grade Level	35.3	42.1	30.8	50.4	39.5	48.0	59.0	62.7	73.0
	N Tested	17	19	13	256	299	300	48957	52451	54902
Physics	% Grade Level	66.7	100.0	25.0	79.4	58.1	57.1	72.1	72.9	74.4
	N Tested	3	1	4	34	31	49	11223	11429	10948
Chemistry	% Grade Level	20.0	22.2	28.6	36.4	47.7	44.7	60.4	62.0	65.5
	N Tested	5	9	14	165	216	206	41262	42605	43702
Geometry	% Grade Level	33.3	26.1	55.6	34.9	39.6	51.6	58.3	60.0	63.9
	N Tested	27	23	9	312	407	312	60413	64572	65480
Phys.Science	% Grade Level	66.7	0	72.7	45.5	53.4	53.4	55.6	57.1	59.9
	N Tested	21	1	11	209	73	277	66838	67066	39182



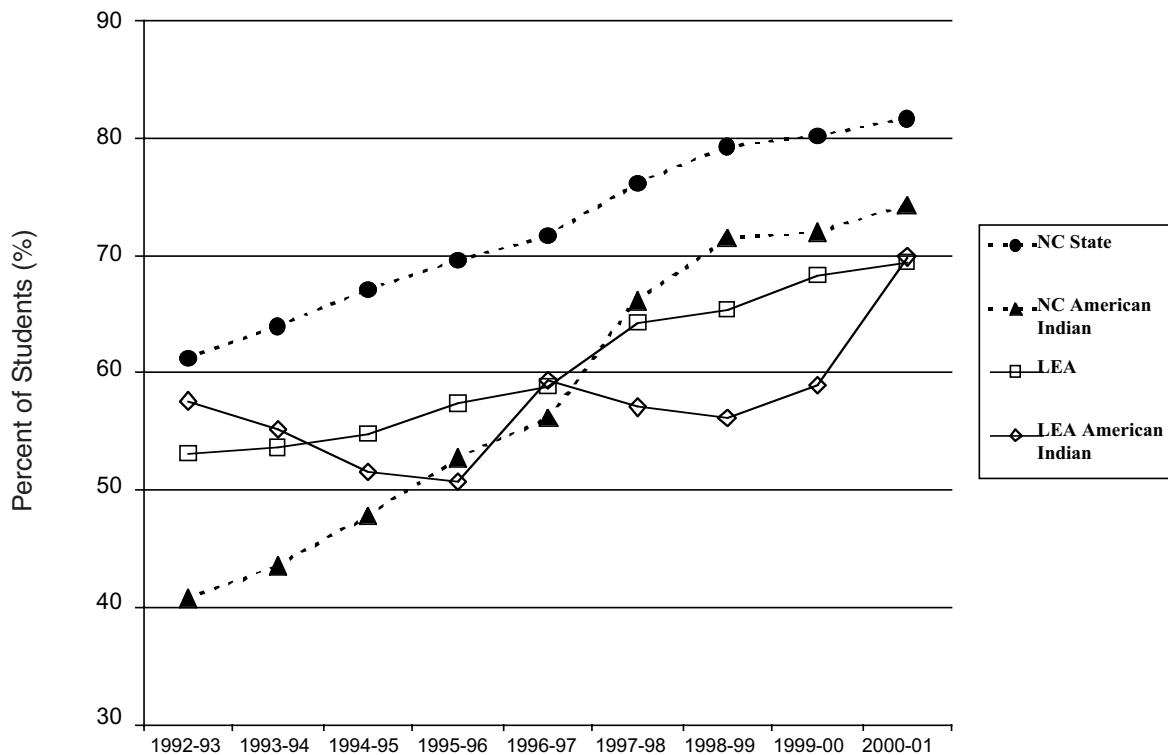
## Trend of EOG Reading Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Columbus County vs. NC



## Trend of EOG Math Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Columbus County vs. NC



**Public Schools of North Carolina  
American Indian Students At or Above Grade Level:  
Percent and Number Tested**

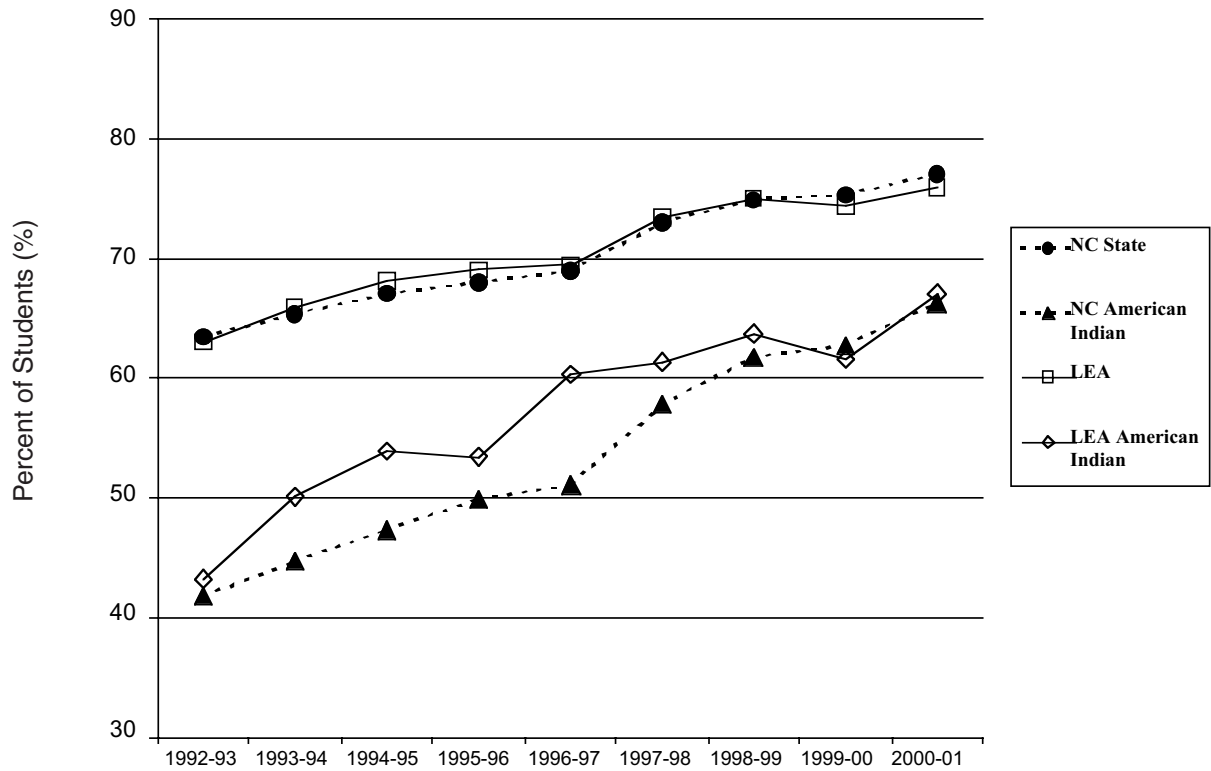
<b>EOG</b>		<b>CUMBERLAND COUNTY</b>						<b>Reading</b>		
		<b>American Indian</b>			<b>System (All students)</b>			<b>State (All students)</b>		
<b>Grade</b>	<b>Participation</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
<b>3</b>	% Grade Level	66.0	59.4	78.6	74.0	71.1	75.0	73.6	74.4	76.4
	N Tested	60	69	56	4219	4022	4100	100415	101064	101652
<b>4</b>	% Grade Level	61.0	61.4	60.9	70.0	70.1	72.4	71.4	72.1	74.6
	N Tested	68	57	69	4013	4037	3864	97914	99451	99717
<b>5</b>	% Grade Level	54.0	64.5	72.6	78.0	78.6	80.7	75.8	79.1	82.7
	N Tested	64	76	62	3882	3885	3968	94807	98099	99639
<b>6</b>	% Grade Level	69.0	47.1	56.3	73.0	71.0	69.4	72.3	69.5	70.6
	N Tested	65	68	80	3822	3884	3909	93607	96489	100079
<b>7</b>	% Grade Level	63.0	64.1	61.5	76.0	73.8	75.9	76.6	76.4	75.3
	N Tested	82	64	65	3915	3861	3878	91872	94031	96945
<b>8</b>	% Grade Level	66.0	71.4	76.8	77.0	81.4	82.5	79.9	82.5	83.3
	N Tested	63	77	69	3707	3885	3740	90331	90984	93305

<b>EOG</b>		<b>CUMBERLAND COUNTY</b>						<b>Math</b>		
		<b>American Indian</b>			<b>System (All students)</b>			<b>State (All students)</b>		
<b>Grade</b>	<b>Participation</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
<b>3</b>	% Grade Level	65.0	63.8	78.6	69.0	67.3	72.4	70.0	71.8	73.6
	N Tested	60	69	56	4222	4022	4109	100911	101572	102160
<b>4</b>	% Grade Level	79.0	82.5	82.6	82.0	82.1	86.2	82.7	84.4	86.8
	N Tested	68	57	69	4019	4042	3879	98393	99990	100392
<b>5</b>	% Grade Level	68.0	77.6	75.8	83.0	83.0	85.6	82.4	82.9	86.7
	N Tested	64	76	62	3891	3893	3974	95258	98558	100226
<b>6</b>	% Grade Level	71.0	61.8	70.0	78.0	78.4	82.3	81.1	81.0	82.9
	N Tested	64	68	80	3827	3883	3908	93841	96708	100367
<b>7</b>	% Grade Level	72.0	67.2	69.2	80.0	75.6	77.3	82.4	80.7	81.2
	N Tested	83	64	65	3916	3863	3879	92000	94124	97114
<b>8</b>	% Grade Level	58.0	71.4	65.2	68.0	75.0	74.1	77.6	80.6	79.5
	N Tested	63	77	69	3716	3888	3748	90397	91053	93408

<b>EOC</b>		<b>CUMBERLAND COUNTY</b>						<b>High School Subjects</b>		
		<b>American Indian</b>			<b>System (All Students)</b>			<b>State (All Students)</b>		
<b>Course</b>	<b>Participation</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
Algebra I	% Grade Level	44.4	60.6	66.2	52.9	54.9	65.7	65.4	68.9	76.0
	N Tested	63	66	65	3437	3651	3629	87449	90109	93000
Biology	% Grade Level	41.2	36.1	60.7	48.5	50.2	56.1	57.7	57.6	61.0
	N Tested	68	61	56	3227	3352	3438	76950	80549	81959
ELP	% Grade Level	48.1	59.2	58.3	64.4	64.7	65.2	67.4	67.3	70.0
	N Tested	77	76	72	3872	3943	3892	77740	78992	90209
English I	% Grade Level	47.6	50.7	61.7	64.1	66.4	65.3	64.6	68.4	68.3
	N Tested	82	73	81	3807	3978	4174	89775	93434	94707
US History	% Grade Level	50.0	34.5	40.0	49.2	41.2	45.1	51.0	46.9	50.5
	N Tested	46	55	60	2859	3080	3146	69701	70930	73742
Algebra II	% Grade Level	66.7	34.3	29.0	38.0	42.7	52.8	59.0	62.7	73.0
	N Tested	24	35	31	2220	2262	2267	48957	52451	54902
Physics	% Grade Level	100.0	100.0	66.7	59.2	60.2	58.8	72.1	72.9	74.4
	N Tested	1	1	3	304	420	359	11223	11429	10948
Chemistry	% Grade Level	50.0	52.9	50.0	54.3	51.9	54.9	60.4	62.0	65.5
	N Tested	20	17	20	1518	1593	1587	41262	42605	43702
Geometry	% Grade Level	41.9	36.5	40.7	43.8	39.0	46.1	58.3	60.0	63.9
	N Tested	43	52	59	2679	2948	2694	60413	64572	65480
Phys.Science	% Grade Level	38.9	49.2	40.0	45.2	44.1	47.1	55.6	57.1	59.9
	N Tested	54	63	25	3103	3136	1344	66838	67066	39182

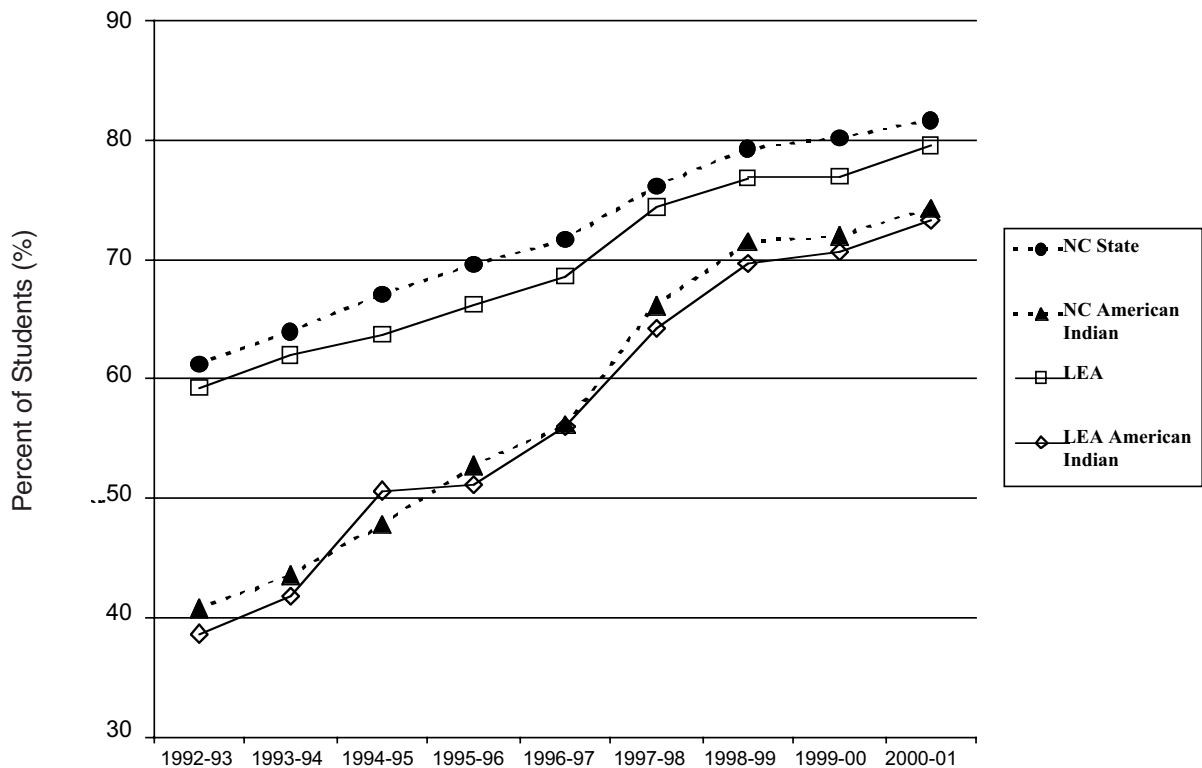
## Trend of EOG Reading Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Cumberland County vs. NC



## Trend of EOG Math Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Cumberland County vs. NC



**Public Schools of North Carolina**  
**American Indian Students At or Above Grade Level:**  
**Percent and Number Tested**

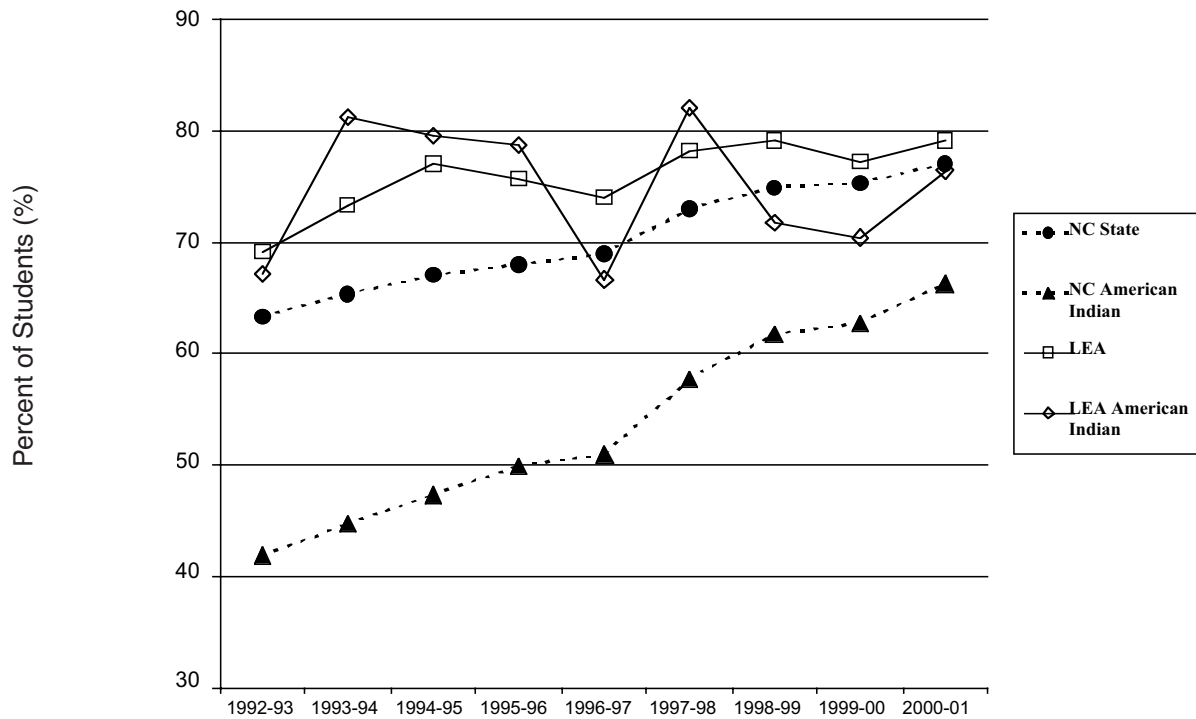
EOG		GRAHAM COUNTY						Reading		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	66.0	75.0	60.0	71.0	76.1	71.1	73.6	74.4	76.4
	N Tested	9	12	15	87	88	97	100415	101064	101652
4	% Grade Level	77.0	60.0	58.3	74.0	67.0	71.9	71.4	72.1	74.6
	N Tested	18	10	12	112	94	89	97914	99451	99717
5	% Grade Level	60.0	72.2	80.0	70.0	76.1	82.2	75.8	79.1	82.7
	N Tested	15	18	10	86	113	90	94807	98099	99639
6	% Grade Level	81.0	30.8	80.0	81.0	71.6	78.6	72.3	69.5	70.6
	N Tested	16	13	20	96	88	117	93607	96489	100079
7	% Grade Level	60.0	88.2	84.6	86.0	79.6	82.6	76.6	76.4	75.3
	N Tested	10	17	13	84	103	86	91872	94031	96945
8	% Grade Level	100.0	90.9	93.3	92.0	94.3	88.7	79.9	82.5	83.3
	N Tested	3	11	15	84	87	97	90331	90984	93305

EOG		GRAHAM COUNTY						Math		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	77.0	58.3	66.7	74.0	71.6	63.9	70.0	71.8	73.6
	N Tested	9	12	15	86	88	97	100911	101572	102160
4	% Grade Level	88.0	90.0	91.7	88.0	86.2	87.6	82.7	84.4	86.8
	N Tested	18	10	12	112	94	89	98393	99990	100392
5	% Grade Level	73.0	94.4	100.0	87.0	90.3	91.1	82.4	82.9	86.7
	N Tested	15	18	10	86	113	90	95258	98558	100226
6	% Grade Level	93.0	69.2	95.0	97.0	90.9	91.5	81.1	81.0	82.9
	N Tested	16	13	20	96	88	117	93841	96708	100367
7	% Grade Level	90.0	100.0	84.6	94.0	95.1	93.0	82.4	80.7	81.2
	N Tested	10	17	13	84	103	86	92000	94124	97114
8	% Grade Level	100.0	90.9	93.3	92.0	94.3	88.7	77.6	80.6	79.5
	N Tested	3	11	15	84	87	97	90397	91053	93408

EOC		GRAHAM COUNTY						High School Subjects		
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
Algebra I	% Grade Level	80.0	100.0	90.0	85.4	84.6	82.3	65.4	68.9	76.0
	N Tested	10	2	10	82	78	79	87449	90109	93000
Biology	% Grade Level	87.5	37.5	50.0	78.3	63.9	78.3	57.7	57.6	61.0
	N Tested	8	8	2	83	61	60	76950	80549	81959
ELP	% Grade Level	87.5	70.0	100.0	83.3	73.5	85.9	67.4	67.3	70.0
	N Tested	8	10	4	72	68	64	77740	78992	90209
English I	% Grade Level	75.0	50.0	70.0	76.1	86.7	81.0	64.6	68.4	68.3
	N Tested	12	4	10	92	90	79	89775	93434	94707
US History	% Grade Level *	50.0	55.6	44.4	57.0	66.2	58.8	51.0	46.9	50.5
	N Tested	8	9	9	86	71	51	69701	70930	73742
Algebra II	% Grade Level	75.0	100.0	75.0	58.3	84.9	85.7	59.0	62.7	73.0
	N Tested	4	5	4	24	53	56	48957	52451	54902
Physics	% Grade Level	100.0	*	*	100.0	62.5	*	72.1	72.9	74.4
	N Tested	1	*	*	3	8	*	11223	11429	10948
Chemistry	% Grade Level	25.0	40.0	33.3	8.6	54.5	54.5	60.4	62.0	65.5
	N Tested	4	5	3	58	33	11	41262	42605	43702
Geometry	% Grade Level	40.0	50.0	100.0	68.4	76.3	75.0	58.3	60.0	63.9
	N Tested	5	4	3	57	38	52	60413	64572	65480
Phys.Science	% Grade Level	20.0	100.0	28.6	45.7	76.7	66.1	55.6	57.1	59.9
	N Tested	5	5	7	46	43	59	66838	67066	39182

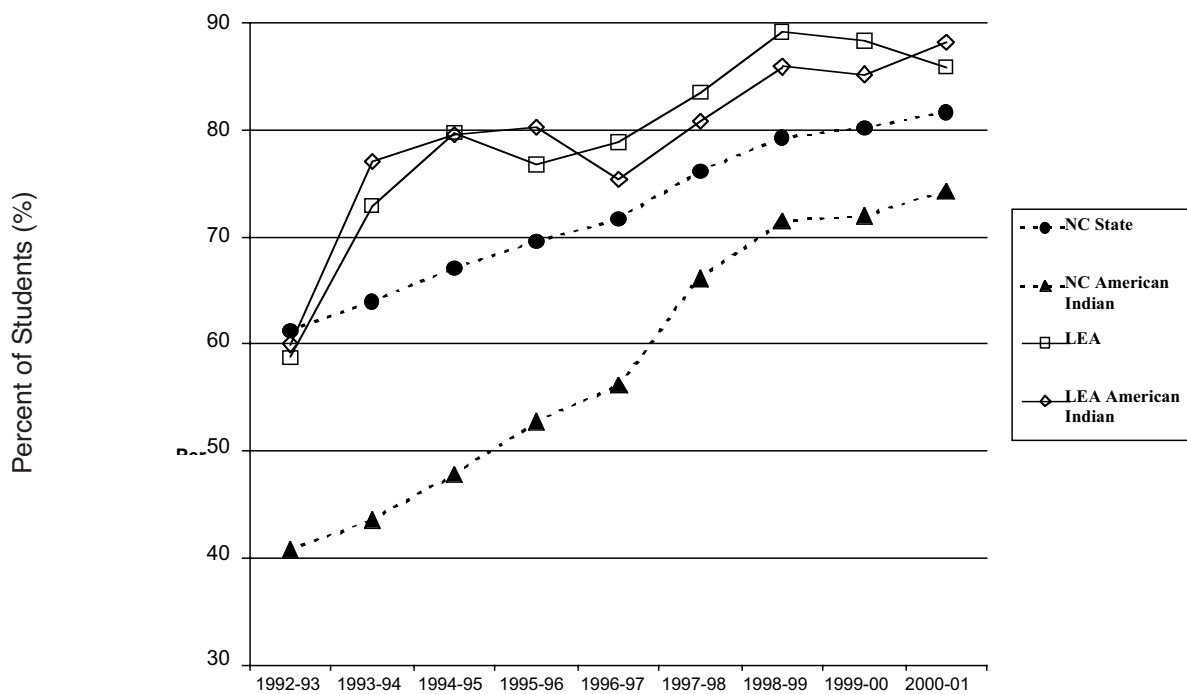
## Trend of EOG Reading Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Graham County vs. NC



## Trend of EOG Math Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Graham County vs. NC



**Public Schools of North Carolina  
American Indian Students At or Above Grade Level:  
Percent and Number Tested**

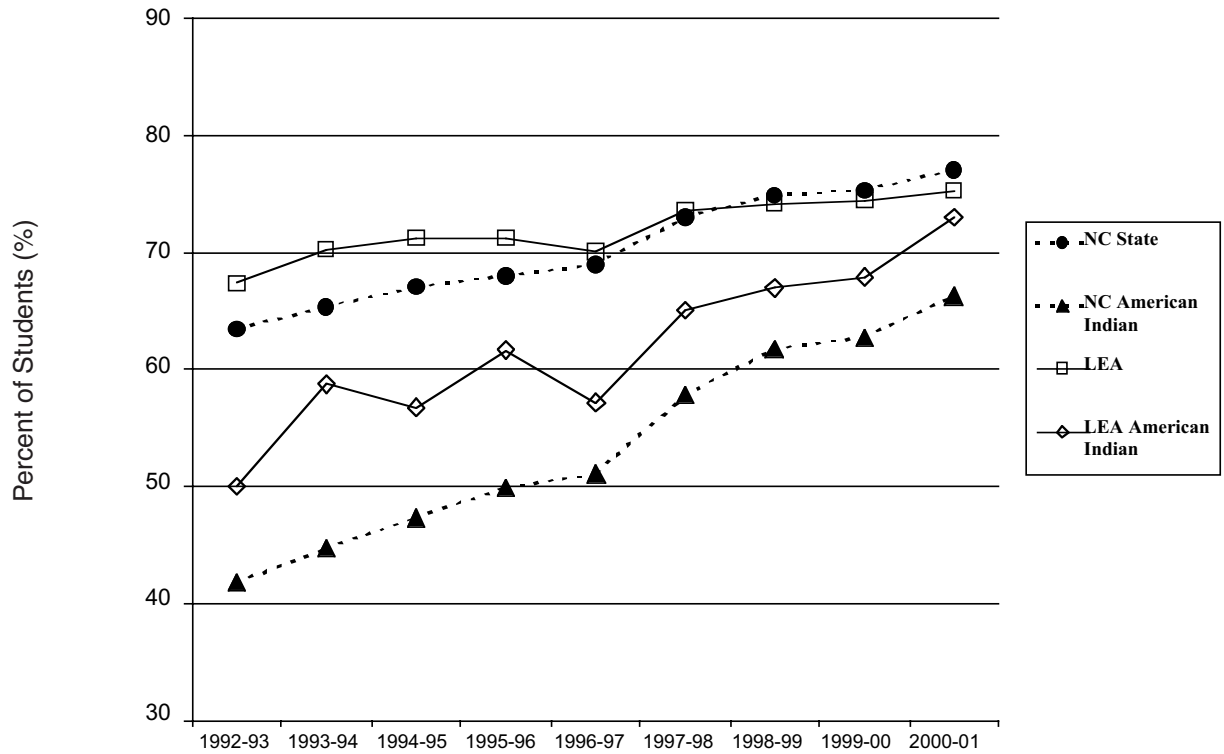
EOG		GUILFORD COUNTY						Reading		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	64.0	60.6	76.9	70.0	71.8	73.5	73.6	74.4	76.4
	N Tested	25	33	26	4991	5106	5027	100415	101064	101652
4	% Grade Level	64.0	64.3	71.9	68.0	70.4	71.8	71.4	72.1	74.6
	N Tested	42	28	32	4950	5021	4944	97914	99451	99717
5	% Grade Level	77.0	73.2	87.5	75.0	77.5	81.5	75.8	79.1	82.7
	N Tested	27	41	24	4672	4928	4913	94807	98099	99639
6	% Grade Level	60.0	69.6	62.2	72.0	70.0	69.7	72.3	69.5	70.6
	N Tested	30	23	45	4559	4780	4969	93607	96489	100079
7	% Grade Level	71.0	53.1	76.2	77.0	74.7	74.2	76.6	76.4	75.3
	N Tested	28	32	21	4556	4656	4803	91872	94031	96945
8	% Grade Level	66.0	87.1	73.3	80.0	83.3	81.5	79.9	82.5	83.3
	N Tested	42	31	30	4428	4546	4670	90331	90984	93305

EOG		GUILFORD COUNTY						Math		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	56.0	54.5	65.4	66.0	68.2	69.9	70.0	71.8	73.6
	N Tested	25	33	26	5007	5114	5039	100911	101572	102160
4	% Grade Level	81.0	79.3	87.9	78.0	82.8	85.1	82.7	84.4	86.8
	N Tested	42	29	33	4961	5036	4975	98393	99990	100392
5	% Grade Level	85.0	80.5	83.3	80.0	79.9	87.1	82.4	82.9	86.7
	N Tested	27	41	24	4693	4941	4927	95258	98558	100226
6	% Grade Level	66.0	78.3	68.9	77.0	79.9	78.9	81.1	81.0	82.9
	N Tested	30	23	45	4558	4789	4968	93841	96708	100367
7	% Grade Level	78.0	65.6	81.0	80.0	75.9	77.8	82.4	80.7	81.2
	N Tested	28	32	21	4565	4662	4800	92000	94124	97114
8	% Grade Level	59.0	70.0	63.3	74.0	77.6	75.5	77.6	80.6	79.5
	N Tested	39	30	30	4430	4540	4659	90397	91053	93408

EOC		GUILFORD COUNTY						High School Subjects		
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
Algebra I	% Grade Level	42.1	48.5	60.7	56.5	64.3	66.5	65.4	68.9	76.0
	N Tested	19	33	28	4573	4877	4941	87449	90109	93000
Biology	% Grade Level	57.1	58.8	52.0	58.1	65.2	62.5	57.7	57.6	61.0
	N Tested	14	17	25	3659	3864	5047	76950	80549	81959
ELP	% Grade Level	45.0	73.7	66.7	73.3	72.8	70.7	67.4	67.3	70.0
	N Tested	20	19	30	3519	3922	4791	77740	78992	90209
English I	% Grade Level	41.2	57.6	74.3	65.7	69.4	68.7	64.6	68.4	68.3
	N Tested	17	33	35	4232	4559	4748	89775	93434	94707
US History	% Grade Level	23.5	23.1	61.5	57.9	50.3	55.1	51.0	46.9	50.5
	N Tested	17	13	13	3387	3366	3575	69701	70930	73742
Algebra II	% Grade Level	40.0	62.5	71.4	60.1	63.7	70.1	59.0	62.7	73.0
	N Tested	5	8	7	2696	2774	3042	48957	52451	54902
Physics	% Grade Level	50.0	100.0	100.0	71.8	75.7	75.1	72.1	72.9	74.4
	N Tested	4	2	1	653	638	539	11223	11429	10948
Chemistry	% Grade Level	40.0	66.7	75.0	60.0	63.5	69.8	60.4	62.0	65.5
	N Tested	5	3	8	2200	2195	2504	41262	42605	43702
Geometry	% Grade Level	55.6	70.0	47.4	59.7	61.4	64.3	58.3	60.0	63.9
	N Tested	9	10	19	3059	3488	3667	60413	64572	65480
Phys.Science	% Grade Level	50.0	53.1	85.7	56.9	55.1	61.7	55.6	57.1	59.9
	N Tested	12	32	14	3706	3933	1699	66838	67066	39182

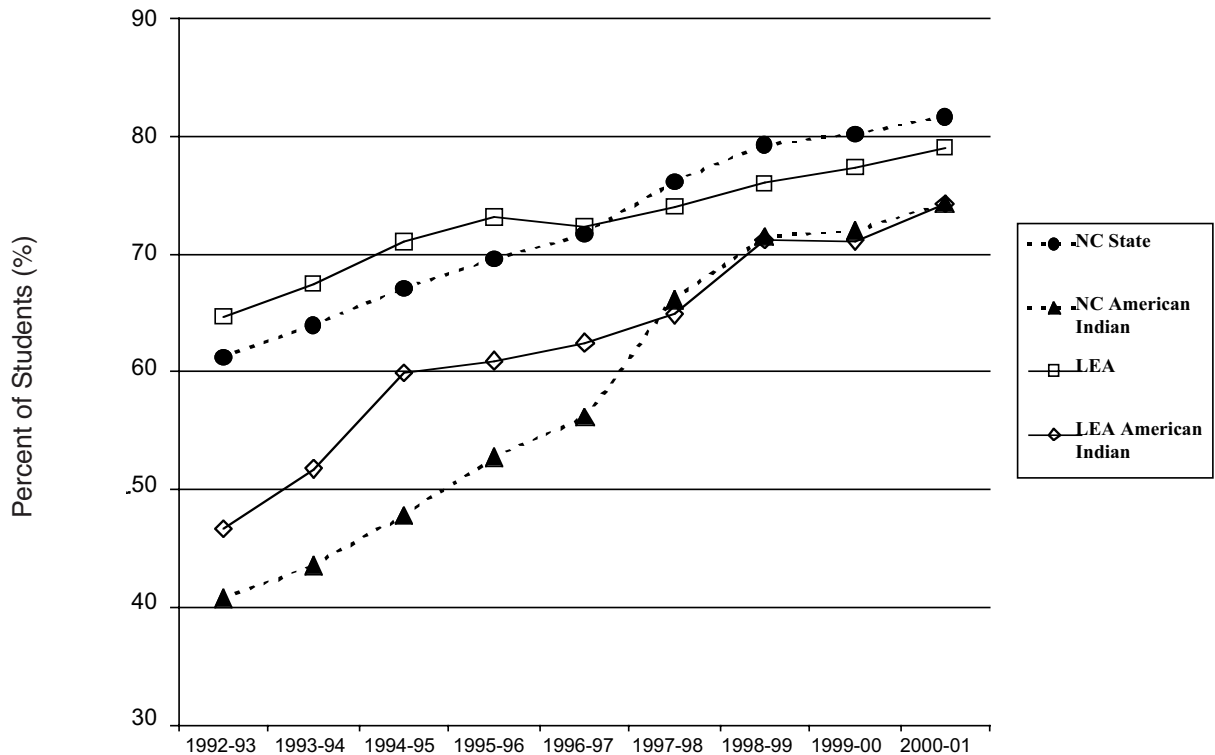
## Trend of EOG Reading Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Guilford County vs. NC



## Trend of EOG Math Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Guilford County vs. NC



**Public Schools of North Carolina**  
**American Indian Students At or Above Grade Level:**  
**Percent and Number Tested**

EOG		HALIFAX COUNTY						Reading		
		American Indian			System (All Students)			State (All Students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	95.0	77.8	93.8	75.0	67.6	63.5	73.6	74.4	76.4
	N Tested	24	36	16	451	490	419	100415	101064	101652
4	% Grade Level	69.0	79.2	77.4	68.0	68.8	62.7	71.4	72.1	74.6
	N Tested	36	24	31	465	446	445	97914	99451	99717
5	% Grade Level	72.0	77.4	68.8	79.0	75.5	78.2	75.8	79.1	82.7
	N Tested	25	31	16	458	436	422	94807	98099	99639
6	% Grade Level	71.0	81.0	70.0	69.0	58.7	58.9	72.3	69.5	70.6
	N Tested	31	21	30	404	453	418	93607	96489	100079
7	% Grade Level	67.0	66.7	75.0	59.0	61.2	60.9	76.6	76.4	75.3
	N Tested	28	30	20	399	410	440	91872	94031	96945
8	% Grade Level	68.0	83.3	75.0	55.0	61.4	66.4	79.9	82.5	83.3
	N Tested	25	24	28	454	404	402	90331	90984	93305

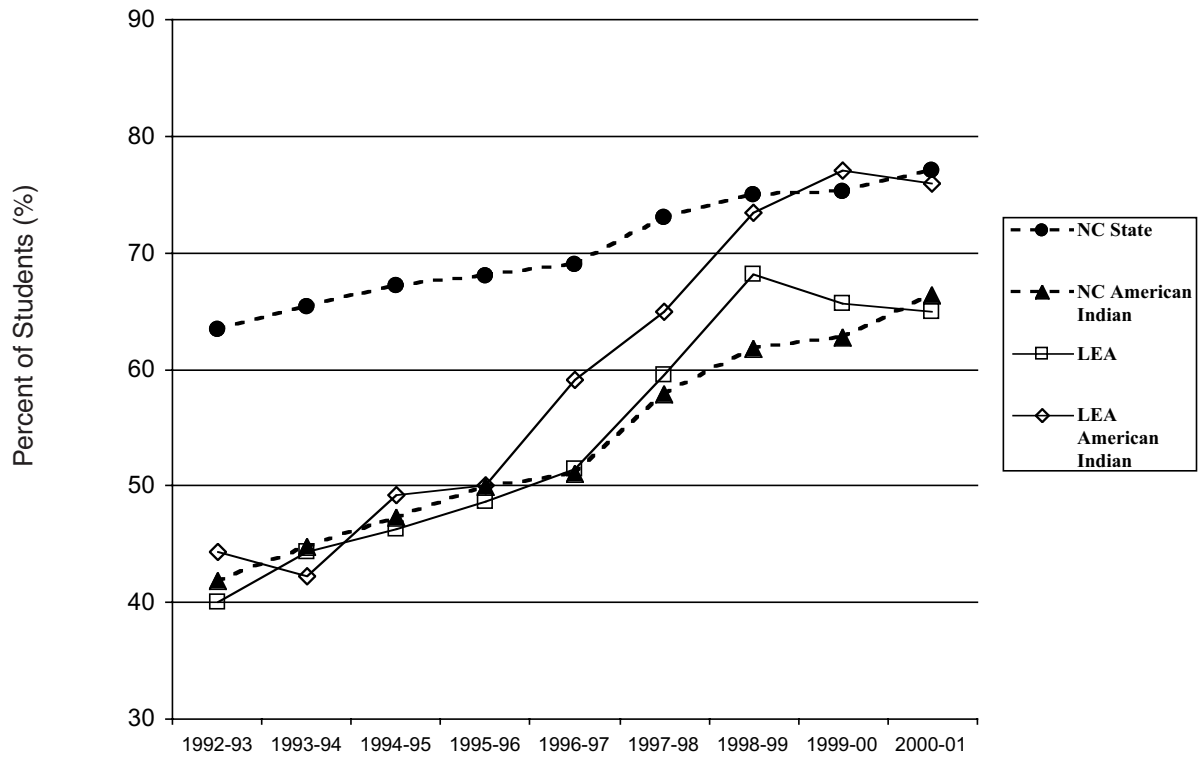
EOG		HALIFAX COUNTY						Math		
		American Indian			System (All Students)			State (All Students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	70.0	83.3	87.5	70.0	61.8	52.7	70.0	71.8	73.6
	N Tested	24	36	16	459	497	427	100911	101572	102160
4	% Grade Level	91.0	100.0	90.6	86.0	83.0	82.2	82.7	84.4	86.8
	N Tested	36	24	32	479	459	465	98393	99990	100392
5	% Grade Level	80.0	74.2	93.8	88.0	81.5	85.6	82.4	82.9	86.7
	N Tested	26	31	16	467	453	430	95258	98558	100226
6	% Grade Level	80.0	90.9	82.8	79.0	76.4	74.6	81.1	81.0	82.9
	N Tested	31	22	29	412	461	426	93841	96708	100367
7	% Grade Level	82.0	73.3	90.0	77.0	72.9	66.2	82.4	80.7	81.2
	N Tested	28	30	20	404	410	450	92000	94124	97114
8	% Grade Level	76.0	87.5	62.1	66.0	72.7	70.3	77.6	80.6	79.5
	N Tested	25	24	29	455	406	401	90397	91053	93408

EOC		HALIFAX COUNTY						High School Subjects		
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
Algebra I	% Grade Level	58.6	54.1	60.0	43.4	32.1	47.2	65.4	68.9	76.0
	N Tested	29	37	20	484	521	390	87449	90109	93000
Biology	% Grade Level	56.5	43.8	60.0	32.5	23.9	22.8	57.7	57.6	61.0
	N Tested	23	16	20	418	380	429	76950	80549	81959
ELP	% Grade Level	90.9	52.6	54.8	48.9	44.7	38.2	67.4	67.3	70.0
	N Tested	22	19	31	468	349	448	77740	78992	90209
English I	% Grade Level	29.6	54.2	54.5	28.9	33.5	39.7	64.6	68.4	68.3
	N Tested	27	24	22	492	526	408	89775	93434	94707
US History	% Grade Level	9.5	12.5	13.3	15.7	6.4	12.8	51.0	46.9	50.5
	N Tested	21	24	15	343	357	328	69701	70930	73742
Algebra II	% Grade Level	15.4	16.7	18.8	8.2	19.1	32.6	59.0	62.7	73.0
	N Tested	13	12	16	231	230	285	48957	52451	54902
Physics	% Grade Level	0	0	0	8.6	33.3	24.4	72.1	72.9	74.4
	N Tested	2	3	2	35	27	41	11223	11429	10948
Chemistry	% Grade Level	10.0	7.1	0	8.3	12.0	17.2	60.4	62.0	65.5
	N Tested	10	14	8	206	175	163	41262	42605	43702
Geometry	% Grade Level	7.1	14.3	31.8	5.8	7.6	16.8	58.3	60.0	63.9
	N Tested	14	21	22	293	380	315	60413	64572	65480
Phys.Science	% Grade Level	19.0	26.7	58.3	13.1	15.7	35.3	55.6	57.1	59.9
	N Tested	21	30	12	381	491	255	66838	67066	39182



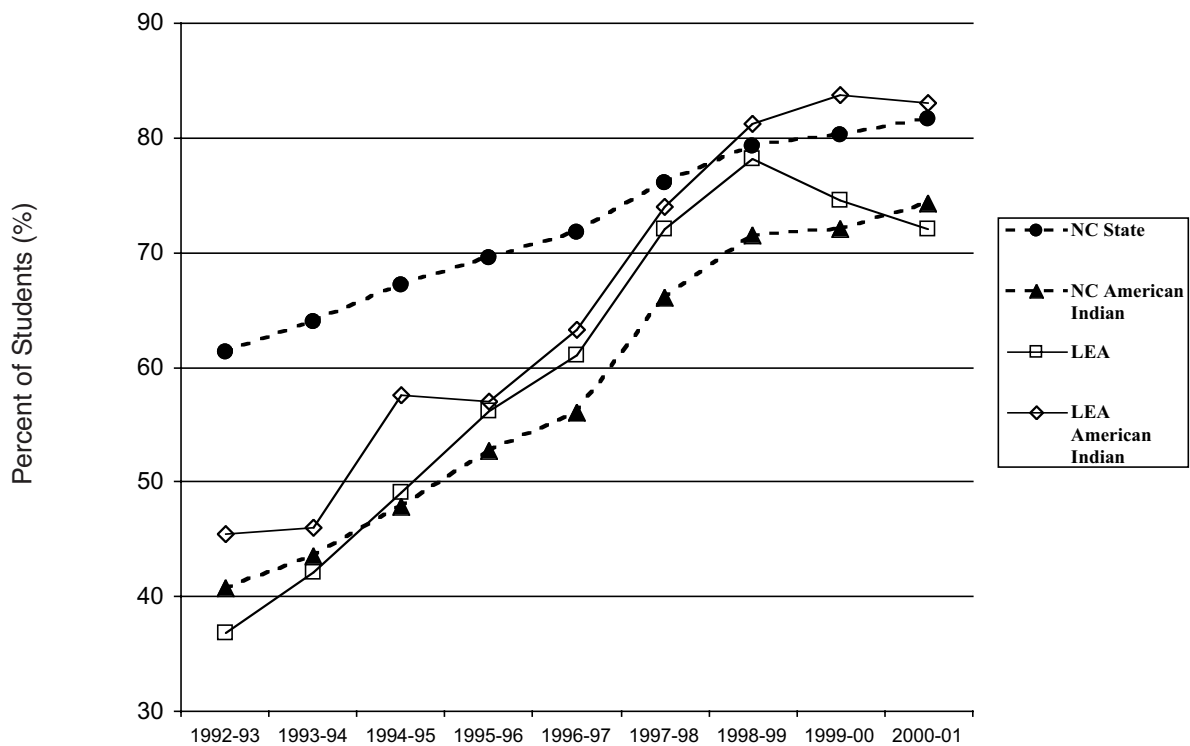
## Trend of EOG Reading Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Halifax County vs. NC



## Trend of EOG Math Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Halifax County vs. NC



**Public Schools of North Carolina**  
**American Indian Students At or Above Grade Level:**  
**Percent and Number Tested**

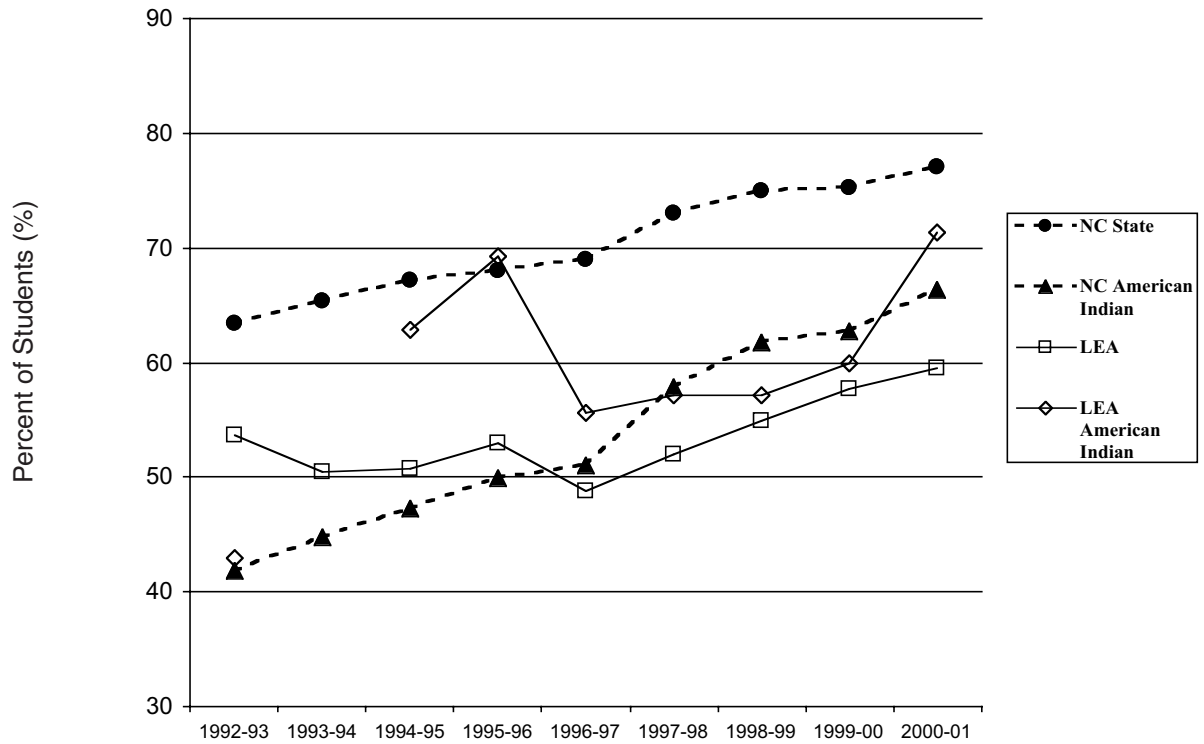
EOG		HERTFORD COUNTY						Reading		
		American Indian			System (All Students)			State (All Students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	100.0	62.5	0	53.0	58.6	56.5	73.6	74.4	76.4
	N Tested	2	8	1	307	331	306	100415	101064	101652
4	% Grade Level	100.0	0	83.3	51.0	53.0	57.5	71.4	72.1	74.6
	N Tested	2	1	6	285	300	320	97914	99451	99717
5	% Grade Level	0	100.0	0	55.0	61.9	63.2	75.8	79.1	82.7
	N Tested	1	1	1	288	291	299	94807	98099	99639
6	% Grade Level	25.0	33.3	0	45.0	49.0	54.6	72.3	69.5	70.6
	N Tested	4	3	2	290	298	273	93607	96489	100079
7	% Grade Level	50.0	50.0	50.0	55.0	54.3	58.3	76.6	76.4	75.3
	N Tested	4	6	4	313	282	300	91872	94031	96945
8	% Grade Level	100.0	83.3	57.1	66.0	68.7	67.3	79.9	82.5	83.3
	N Tested	1	6	7	333	313	269	90331	90984	93305

EOG		HERTFORD COUNTY						Math		
		American Indian			System (All Students)			State (All Students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	100.0	62.5	100.0	48.0	55.8	46.4	70.0	71.8	73.6
	N Tested	2	8	1	307	335	306	100911	101572	102160
4	% Grade Level	50.0	100.0	83.3	64.0	73.5	77.9	82.7	84.4	86.8
	N Tested	2	1	6	285	302	321	98393	99990	100392
5	% Grade Level	50.0	100.0	100.0	63.0	65.1	70.2	82.4	82.9	86.7
	N Tested	2	1	1	291	292	299	95258	98558	100226
6	% Grade Level	75.0	66.7	100.0	64.0	69.8	71.5	81.1	81.0	82.9
	N Tested	4	3	2	291	298	274	93841	96708	100367
7	% Grade Level	50.0	66.7	75.0	63.0	65.4	65.3	82.4	80.7	81.2
	N Tested	4	6	4	313	283	300	92000	94124	97114
8	% Grade Level	100.0	66.7	57.1	61.0	62.5	69.9	77.6	80.6	79.5
	N Tested	1	6	7	335	312	269	90397	91053	93408

EOC		HERTFORD COUNTY						High School Subjects		
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
Algebra I	% Grade Level*	100.0	100.0	40.0	22.1	39.2	27.2	65.4	68.9	76.0
	N Tested	1	3	5	321	347	445	87449	90109	93000
Biology	% Grade Level	*	0	0	31.3	26.6	22.4	57.7	57.6	61.0
	N Tested	*	1	1	262	222	281	76950	80549	81959
ELP	% Grade Level*	100.0	33.3	100.0	58.6	59.4	64.9	67.4	67.3	70.0
	N Tested	3	3	2	220	234	222	77740	78992	90209
English I	% Grade Level*	0	100.0	40.0	37.1	38.5	41.9	64.6	68.4	68.3
	N Tested	1	1	5	369	379	327	89775	93434	94707
US History	% Grade Level*	33.3 na	*	0	18.3	21.9	17.0	51.0	46.9	50.5
	N Tested	3 na	*	4	290	260	264	69701	70930	73742
Algebra II	% Grade Level	0 na	*	0	8.4	41.1	30.2	59.0	62.7	73.0
	N Tested	4 na	*	5	226	192	192	48957	52451	54902
Physics	% Grade Level	na	*	*	37.5	16.7	*	72.1	72.9	74.4
	N Tested	na	*	*	8	6	*	11223	11429	10948
Chemistry	% Grade Level	0 na	*	0	22.1	31.4	21.2	60.4	62.0	65.5
	N Tested	3 na	*	4	181	159	104	41262	42605	43702
Geometry	% Grade Level	*	0	0	14.4	15.6	20.4	58.3	60.0	63.9
	N Tested	*	1	3	229	250	250	60413	64572	65480
Phys.Science	% Grade Level	25.0	0	66.7	27.2	24.9	20.5	55.6	57.1	59.9
	N Tested	4	1	6	401	458	381	66838	67066	39182

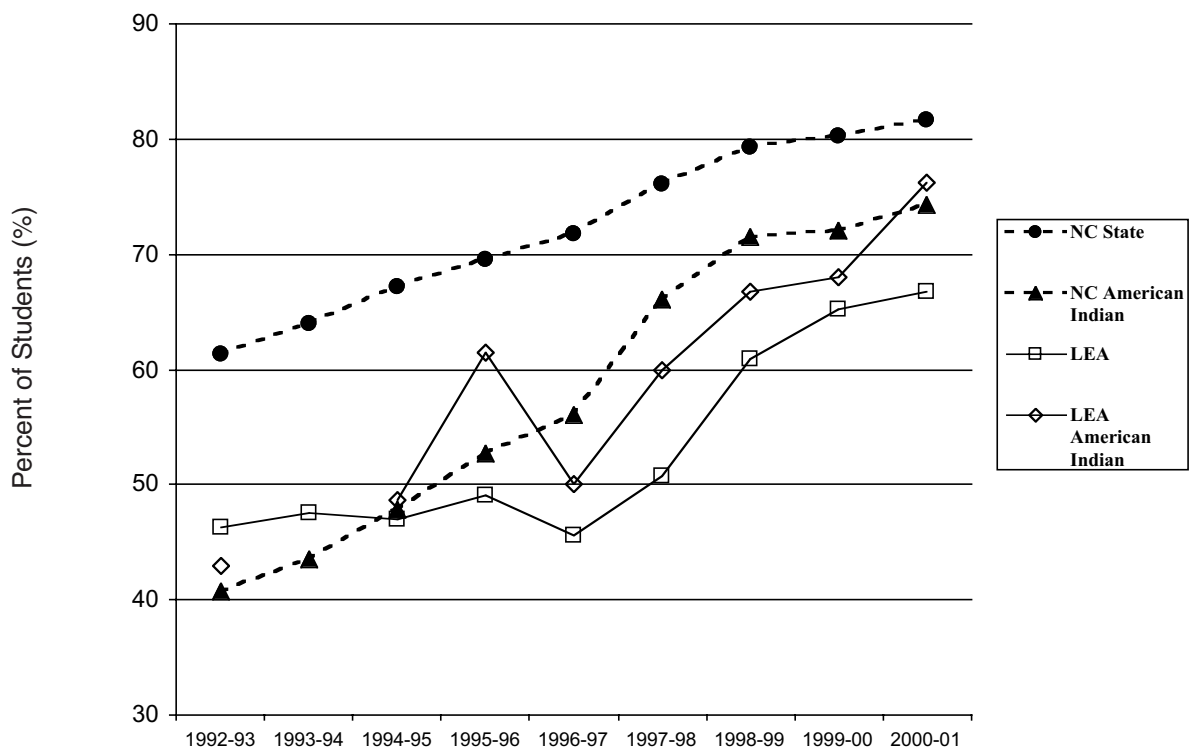
## Trend of EOG Reading Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Hertford County vs. NC



## Trend of EOG Math Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Hertford County vs. NC



**Public Schools of North Carolina**  
**American Indian Students At or Above Grade Level:**  
**Percent and Number Tested**

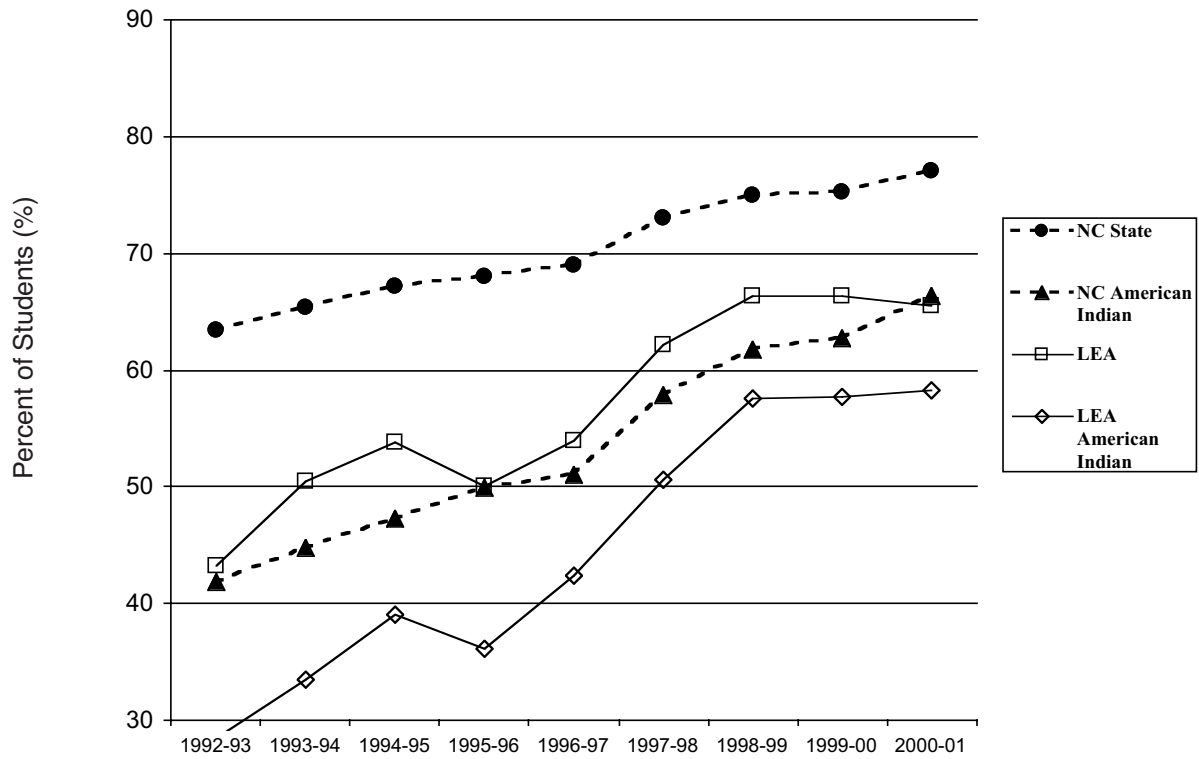
EOG		HOKE COUNTY						Reading		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	59.0	52.9	64.0	66.0	65.7	65.4	73.6	74.4	76.4
	N Tested	83	51	86	543	487	520	100415	101064	101652
4	% Grade Level	49.0	59.0	46.6	60.0	61.6	60.2	71.4	72.1	74.6
	N Tested	57	78	58	489	528	490	97914	99451	99717
5	% Grade Level	63.0	58.2	60.2	67.0	71.4	69.7	75.8	79.1	82.7
	N Tested	57	55	83	435	476	531	94807	98099	99639
6	% Grade Level	62.0	45.8	48.3	69.0	61.1	58.9	72.3	69.5	70.6
	N Tested	53	59	58	444	442	472	93607	96489	100079
7	% Grade Level	56.0	61.8	59.0	65.0	67.5	65.9	76.6	76.4	75.3
	N Tested	74	55	61	436	452	449	91872	94031	96945
8	% Grade Level	53.0	66.2	68.6	68.0	71.2	73.5	79.9	82.5	83.3
	N Tested	41	68	51	399	413	434	90331	90984	93305

EOG		HOKE COUNTY						Math		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	66.0	51.9	50.6	64.0	63.8	59.1	70.0	71.8	73.6
	N Tested	83	52	87	549	497	521	100911	101572	102160
4	% Grade Level	70.0	80.0	72.9	77.0	80.4	77.2	82.7	84.4	86.8
	N Tested	58	80	59	494	535	491	98393	99990	100392
5	% Grade Level	72.0	62.5	66.3	76.0	76.0	76.0	82.4	82.9	86.7
	N Tested	59	56	83	439	479	533	95258	98558	100226
6	% Grade Level	75.0	70.7	60.3	80.0	77.4	77.1	81.1	81.0	82.9
	N Tested	54	58	58	453	443	472	93841	96708	100367
7	% Grade Level	66.0	67.9	66.1	66.0	74.3	72.4	82.4	80.7	81.2
	N Tested	72	56	62	438	451	449	92000	94124	97114
8	% Grade Level	68.0	66.2	58.0	73.0	70.9	69.4	77.6	80.6	79.5
	N Tested	41	68	50	399	412	434	90397	91053	93408

EOC		HOKE COUNTY						High School Subjects		
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
Algebra I	% Grade Level	36.7	50.8	46.3	45.8	52.2	58.7	65.4	68.9	76.0
	N Tested	49	59	54	498	513	395	87449	90109	93000
Biology	% Grade Level	22.6	28.1	34.7	37.4	35.9	40.4	57.7	57.6	61.0
	N Tested	53	64	49	476	443	423	76950	80549	81959
ELP	% Grade Level	61.5	50.0	38.6	60.9	60.6	53.8	67.4	67.3	70.0
	N Tested	26	30	57	256	254	613	77740	78992	90209
English I	% Grade Level	47.1	36.5	58.0	54.7	52.7	58.0	64.6	68.4	68.3
	N Tested	68	52	69	475	442	445	89775	93434	94707
US History	% Grade Level	27.5	14.3	18.4	32.2	29.1	23.8	51.0	46.9	50.5
	N Tested	40	35	38	332	316	319	69701	70930	73742
Algebra II	% Grade Level	25.0	42.9	42.3	37.0	45.6	44.7	59.0	62.7	73.0
	N Tested	24	21	26	230	250	275	48957	52451	54902
Physics	% Grade Level	0	100.0	0	37.5	71.4	50.0	72.1	72.9	74.4
	N Tested	2	1	1	24	14	20	11223	11429	10948
Chemistry	% Grade Level	9.5	4.3	21.1	12.1	16.4	45.4	60.4	62.0	65.5
	N Tested	21	23	19	215	280	185	41262	42605	43702
Geometry	% Grade Level	24.2	15.9	31.9	33.8	26.1	31.2	58.3	60.0	63.9
	N Tested	33	44	47	337	440	407	60413	64572	65480
Phys.Science	% Grade Level	0	0	17.4	26.7	39.1	25.0	55.6	57.1	59.9
	N Tested	5	7	23	30	69	168	66838	67066	39182

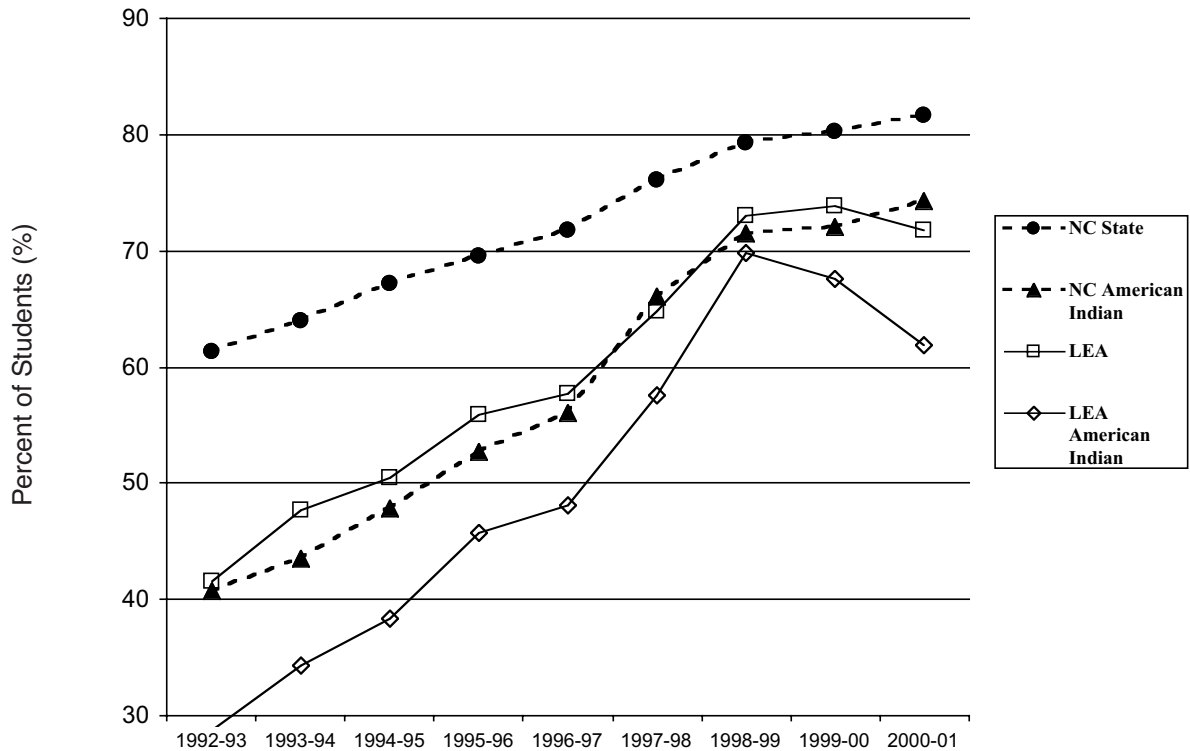
## Trend of EOG Reading Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Hoke County vs. NC



## Trend of EOG Math Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Hoke County vs. NC



**Public Schools of North Carolina**  
**American Indian Students At or Above Grade Level:**  
**Percent and Number Tested**

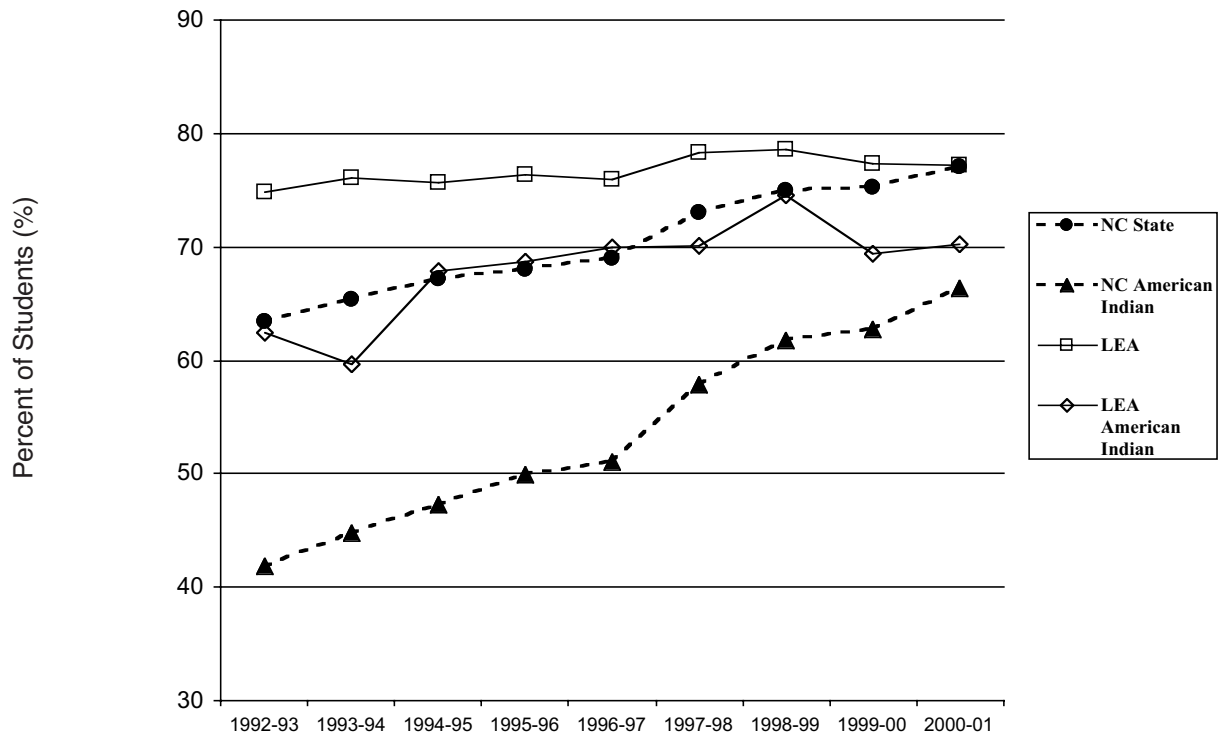
EOG		JACKSON COUNTY						Reading		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	60.0	59.4	62.5	74.0	73.5	69.7	73.6	74.4	76.4
	N Tested	25	32	32	290	294	264	100415	101064	101652
4	% Grade Level	67.0	44.0	55.9	72.0	73.4	74.2	71.4	72.1	74.6
	N Tested	28	25	34	262	304	279	97914	99451	99717
5	% Grade Level	80.0	74.2	74.1	79.0	75.3	77.1	75.8	79.1	82.7
	N Tested	15	31	27	235	291	292	94807	98099	99639
6	% Grade Level	84.0	68.8	66.7	80.0	76.5	74.3	72.3	69.5	70.6
	N Tested	26	16	27	275	247	272	93607	96489	100079
7	% Grade Level	85.0	82.8	78.9	85.0	79.6	82.4	76.6	76.4	75.3
	N Tested	27	29	19	280	294	250	91872	94031	96945
8	% Grade Level	71.0	85.2	87.5	79.0	87.1	85.2	79.9	82.5	83.3
	N Tested	21	27	32	278	286	298	90331	90984	93305

EOG		JACKSON COUNTY						Math		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	72.0	84.4	78.1	74.0	77.2	78.8	70.0	71.8	73.6
	N Tested	25	32	32	290	294	264	100911	101572	102160
4	% Grade Level	78.0	72.0	77.1	89.0	90.2	86.2	82.7	84.4	86.8
	N Tested	28	25	35	262	305	283	98393	99990	100392
5	% Grade Level	86.0	80.6	63.0	85.0	84.9	80.7	82.4	82.9	86.7
	N Tested	15	31	27	235	291	295	95258	98558	100226
6	% Grade Level	96.0	81.3	82.1	85.0	91.5	87.9	81.1	81.0	82.9
	N Tested	26	16	28	276	248	272	93841	96708	100367
7	% Grade Level	88.0	89.7	95.0	91.0	85.8	86.1	82.4	80.7	81.2
	N Tested	27	29	20	279	295	251	92000	94124	97114
8	% Grade Level	71.0	81.5	87.5	80.0	89.1	85.2	77.6	80.6	79.5
	N Tested	21	27	32	278	285	297	90397	91053	93408

EOC		JACKSON COUNTY						High School Subjects		
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
Algebra I	% Grade Level	61.9	71.4	85.0	76.6	77.3	80.9	65.4	68.9	76.0
	N Tested	21	14	20	274	273	272	87449	90109	93000
Biology	% Grade Level	50.0	39.1	57.9	66.0	65.7	77.7	57.7	57.6	61.0
	N Tested	12	23	19	209	248	260	76950	80549	81959
ELP	% Grade Level	40.0	31.8	33.3	65.0	69.6	66.9	67.4	67.3	70.0
	N Tested	30	22	27	329	299	302	77740	78992	90209
English I	% Grade Level	47.1	46.2	44.4	68.8	76.9	72.3	64.6	68.4	68.3
	N Tested	34	26	27	295	294	285	89775	93434	94707
US History	% Grade Level	33.3	22.2	31.6	47.0	53.1	62.1	51.0	46.9	50.5
	N Tested	9	9	19	217	241	232	69701	70930	73742
Algebra II	% Grade Level	22.2	0	70.0	58.9	52.8	66.0	59.0	62.7	73.0
	N Tested	9	5	10	185	161	191	48957	52451	54902
Physics	% Grade Level	*	100.0	0	63.2	91.3	66.7	72.1	72.9	74.4
	N Tested	*	1	1	19	23	9	11223	11429	10948
Chemistry	% Grade Level	66.7	66.7	16.7	72.1	57.9	66.1	60.4	62.0	65.5
	N Tested	3	6	6	111	114	118	41262	42605	43702
Geometry	% Grade Level	22.2	33.3	66.7	54.9	61.7	65.4	58.3	60.0	63.9
	N Tested	9	12	12	195	206	211	60413	64572	65480
Phys.Science	% Grade Level	37.5	36.7	33.3	62.3	63.9	57.7	55.6	57.1	59.9
	N Tested	32	30	27	324	316	284	66838	67066	39182

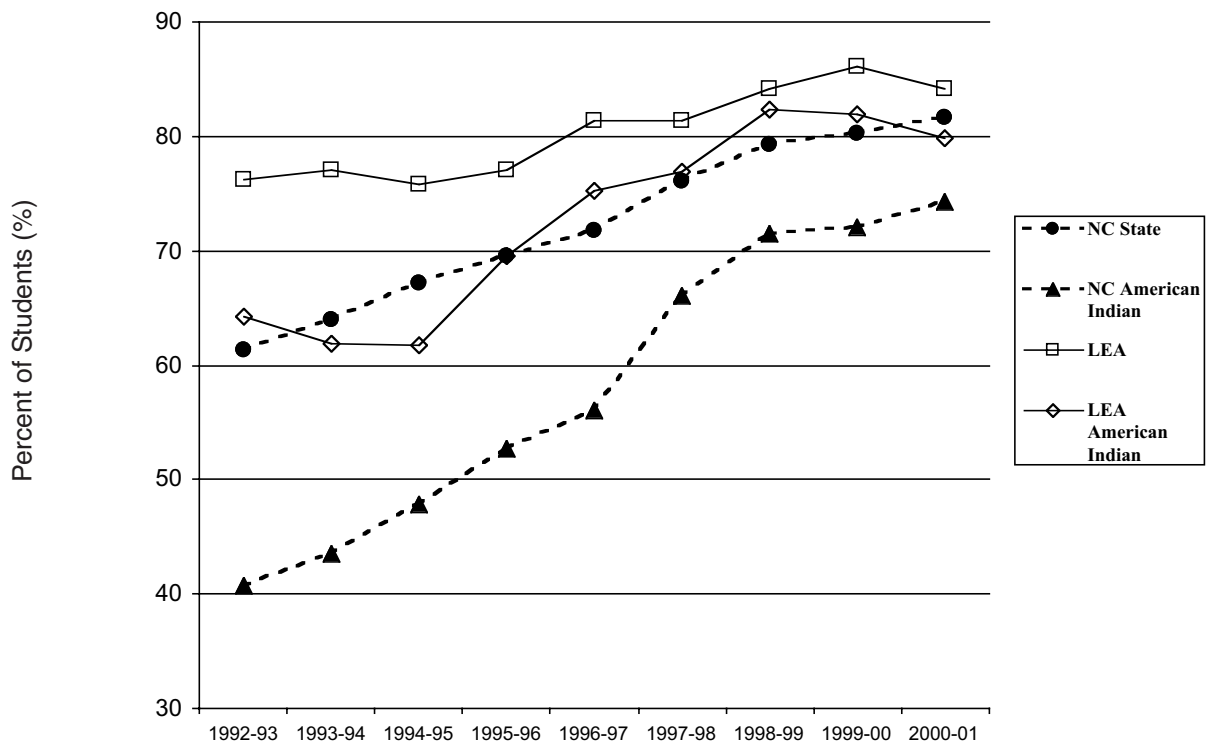
## Trend of EOG Reading Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Jackson County vs. NC



## Trend of EOG Math Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Jackson County vs. NC





**Public Schools of North Carolina**  
**American Indian Students At or Above Grade Level:**  
**Percent and Number Tested**

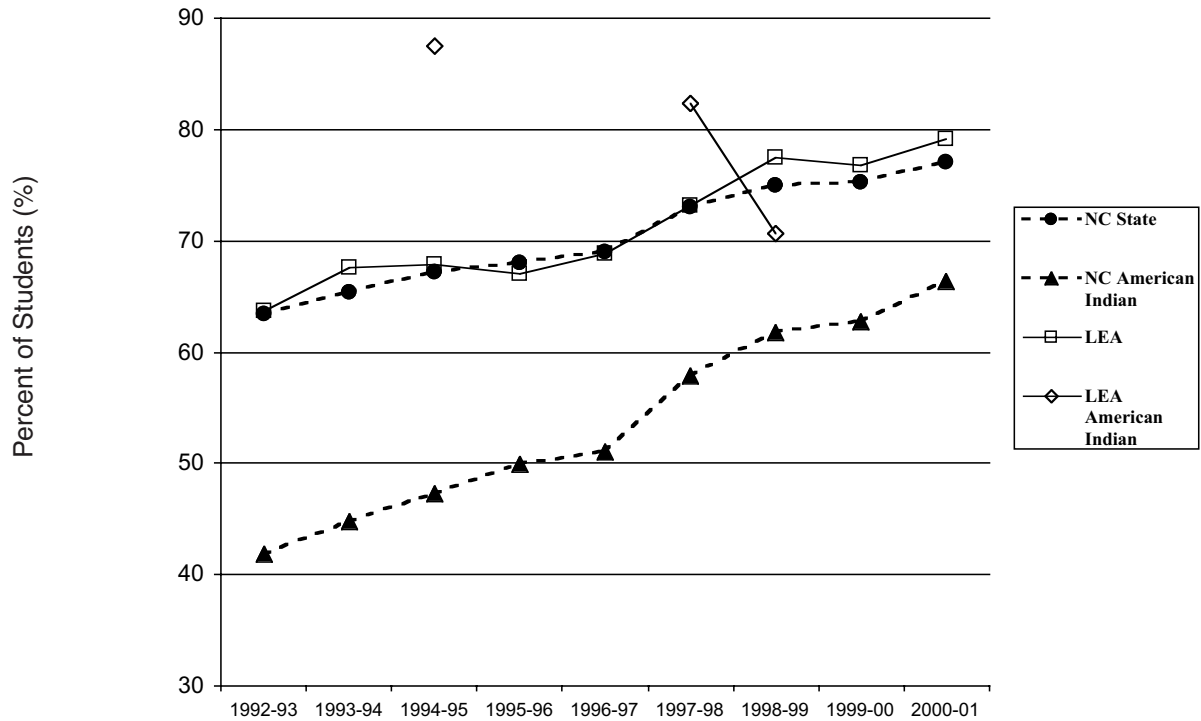
EOG		PERSON COUNTY						Reading		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	66.0	*	100.0	74.0	*	77.6	73.6	74.4	76.4
	N Tested	3	*	2	510	492	459	100415	101064	101652
4	% Grade Level	0	50.0	100.0	74.0	75.6	73.2	71.4	72.1	74.6
	N Tested	3	2	1	469	488	437	97914	99451	99717
5	% Grade Level	100.0	100.0	100.0	84.0	85.6	86.5	75.8	79.1	82.7
	N Tested	4	1	2	433	457	465	94807	98099	99639
6	% Grade Level	66.0	100.0	100.0	68.0	68.8	73.2	72.3	69.5	70.6
	N Tested	3	3	3	472	464	451	93607	96489	100079
7	% Grade Level	100.0	66.7	100.0	80.0	74.3	76.8	76.6	76.4	75.3
	N Tested	3	3	3	427	471	462	91872	94031	96945
8	% Grade Level	100.0	100.0	100.0	85.0	81.3	87.4	79.9	82.5	83.3
	N Tested	1	2	2	393	401	452	90331	90984	93305

EOG		PERSON COUNTY						Math		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	100.0	*	100.0	68.0	68.3	73.6	70.0	71.8	73.6
	N Tested	3	*	2	512	492	458	100911	101572	102160
4	% Grade Level	66.0	100.0	100.0	84.0	89.0	88.6	82.7	84.4	86.8
	N Tested	3	2	1	471	489	438	98393	99990	100392
5	% Grade Level	100.0	100.0	100.0	87.0	88.2	91.7	82.4	82.9	86.7
	N Tested	4	2	2	434	459	468	95258	98558	100226
6	% Grade Level	100.0	100.0	100.0	81.0	82.6	88.7	81.1	81.0	82.9
	N Tested	3	3	3	473	465	453	93841	96708	100367
7	% Grade Level	100.0	66.7	100.0	80.0	77.9	81.8	82.4	80.7	81.2
	N Tested	3	3	3	428	471	466	92000	94124	97114
8	% Grade Level	100.0	100.0	100.0	82.0	86.1	85.3	77.6	80.6	79.5
	N Tested	1	2	2	392	402	455	90397	91053	93408

EOC		PERSON COUNTY						High School Subjects		
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
Algebra I	% Grade Level*	100.0	100.0	100.0	59.7	69.0	74.9	65.4	68.9	76.0
	N Tested	3	1	2	501	426	450	87449	90109	93000
Biology	% Grade Level*	100.0	100.0	0	61.5	56.4	66.2	57.7	57.6	61.0
	N Tested	1	1	1	364	305	314	76950	80549	81959
ELP	% Grade Level*	*	75.0	*	66.7	64.0	72.3	67.4	67.3	70.0
	N Tested	*	4	*	21	392	368	77740	78992	90209
English I	% Grade Level*	50.0	*	50.0	70.4	79.6	76.1	64.6	68.4	68.3
	N Tested	2	*	2	423	401	389	89775	93434	94707
US History	% Grade Level*	100.0	100.0	75.0	39.9	34.9	41.4	51.0	46.9	50.5
	N Tested	1	1	4	321	358	348	69701	70930	73742
Algebra II	% Grade Level	100.0	*	100 na	54.5	63.4	73.2	59.0	62.7	73.0
	N Tested	1	*	2 na	200	227	246	48957	52451	54902
Physics	% Grade Level	*	*	*	57.5	42.6	37.5	72.1	72.9	74.4
	N Tested	*	*	*	40	61	16	11223	11429	10948
Chemistry	% Grade Level	100.0	*	0 na	61.8	64.9	57.6	60.4	62.0	65.5
	N Tested	1	*	1 na	144	148	203	41262	42605	43702
Geometry	% Grade Level	*	*	*	57.5	65.6	60.4	58.3	60.0	63.9
	N Tested	*	*	*	299	311	326	60413	64572	65480
Phys.Science	% Grade Level	50.0	*	50.0 na	63.2	61.9	65.6	55.6	57.1	59.9
	N Tested	2	*	2 na	250	344	250	66838	67066	39182

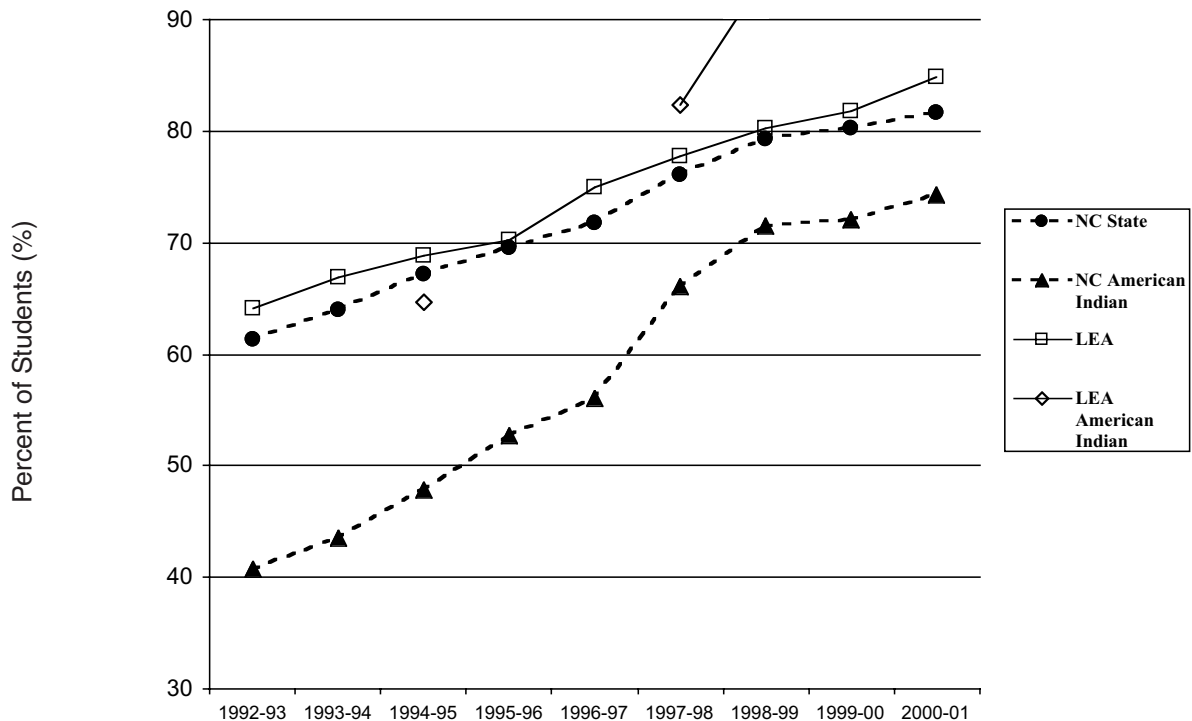
## Trend of EOG Reading Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Person County vs. NC



## Trend of EOG Math Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Person County vs. NC



**Public Schools of North Carolina**  
**American Indian Students At or Above Grade Level:**  
**Percent and Number Tested**

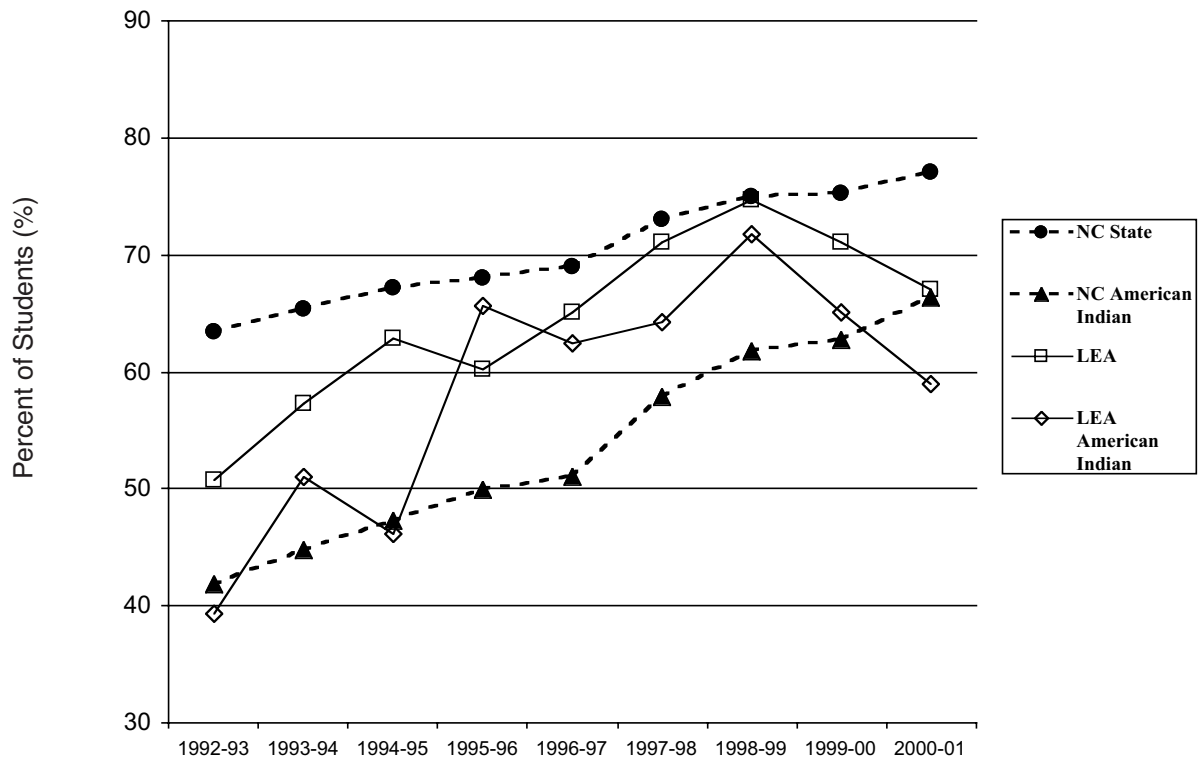
EOG		RICHMOND COUNTY						Reading		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	57.0	60.0	61.1	77.0	67.4	64.6	73.6	74.4	76.4
	N Tested	7	7	15	648	697	98304	100415	101064	101652
4	% Grade Level	88.0	22.2	38.9	64.0	57.0	70.9	71.4	72.1	74.6
	N Tested	9	9	18	659	670	93947	97914	99451	99717
5	% Grade Level	66.0	77.8	50.0	70.0	70.9	75.2	75.8	79.1	82.7
	N Tested	12	9	10	591	644	645	94807	98099	99639
6	% Grade Level	100.0	77.8	75.0	79.0	71.6	63.6	72.3	69.5	70.6
	N Tested	9	9	8	555	592	693	93607	96489	100079
7	% Grade Level	28.0	75.0	45.5	76.0	74.0	69.9	76.6	76.4	75.3
	N Tested	7	12	11	578	600	607	91872	94031	96945
8	% Grade Level	100.0	77.8	92.3	80.0	82.4	78.1	79.9	82.5	83.3
	N Tested	2	9	13	606	535	599	90331	90984	93305

EOG		RICHMOND COUNTY						Math		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	42.0	53.3	50.0	71.0	65.0	58.3	70.0	71.8	73.6
	N Tested	7	15	18	649	654	698	100911	101572	102160
4	% Grade Level	66.0	40.0	66.7	78.0	79.7	73.3	82.7	84.4	86.8
	N Tested	9	10	18	662	649	666	98393	99990	100392
5	% Grade Level	83.0	66.7	40.0	80.0	73.8	78.3	82.4	82.9	86.7
	N Tested	12	9	10	591	646	645	95258	98558	100226
6	% Grade Level	100.0	77.8	87.5	87.0	82.6	77.0	81.1	81.0	82.9
	N Tested	9	9	8	554	591	691	93841	96708	100367
7	% Grade Level	100.0	83.3	63.6	84.0	80.4	74.6	82.4	80.7	81.2
	N Tested	7	12	11	576	601	607	92000	94124	97114
8	% Grade Level	100.0	66.7	69.2	80.0	80.4	72.7	77.6	80.6	79.5
	N Tested	2	9	13	605	536	600	90397	91053	93408

EOC		RICHMOND COUNTY						High School Subjects		
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
Algebra I	% Grade Level	14.3 na	*	66.7	52.0	85.0	80.0	65.4	68.9	76.0
	N Tested	7 na	*	3	523	160	530	87449	90109	93000
Biology	% Grade Level	28.6	42.9	33.3	44.2	40.3	58.0	57.7	57.6	61.0
	N Tested	7	7	3	582	556	538	76950	80549	81959
ELP	% Grade Level	50.0	0	33.3	52.6	57.9	58.9	67.4	67.3	70.0
	N Tested	12	1	6	576	610	518	77740	78992	90209
English I	% Grade Level*	45.5	0	33.3	60.3	68.2	70.3	64.6	68.4	68.3
	N Tested	11	1	6	585	623	516	89775	93434	94707
US History	% Grade Level*	60.0	25.0	50.0	40.5	41.4	35.2	51.0	46.9	50.5
	N Tested	4	10	4*	412	428	389	69701	70930	73742
Algebra II	% Grade Level	40.0	0 *	*	33.5	44.6	70.7	59.0	62.7	73.0
	N Tested	5	2 *	*	269	285	304	48957	52451	54902
Physics	% Grade Level	100.0 na	*	*	97.5	97.1	77.4	72.1	72.9	74.4
	N Tested	1 na	*	*	40	34	31	11223	11429	10948
Chemistry	% Grade Level	100.0	100.0	66.7	75.4	82.2	62.9	60.4	62.0	65.5
	N Tested	3	1	3	195	197	178	41262	42605	43702
Geometry	% Grade Level	0	0	40.0	37.6	35.4	47.8	58.3	60.0	63.9
	N Tested	6	4	5	394	418	404	60413	64572	65480
Phys.Science	% Grade Level	30.0	100.0	0	53.2	57.0	38.8	55.6	57.1	59.9
	N Tested	*	1	2	457	449	98	66838	67066	39182

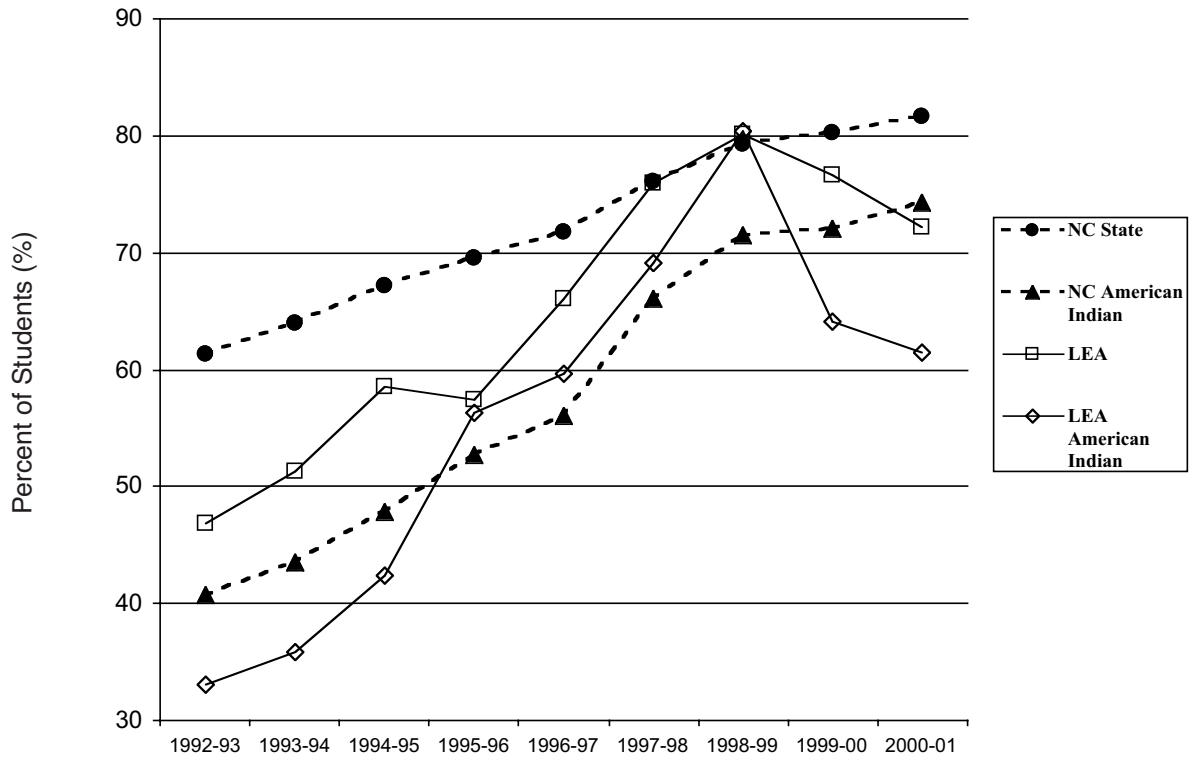
## Trend of EOG Reading Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Richmond County vs. NC



## Trend of EOG Math Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Richmond County vs. NC



**Public Schools of North Carolina**  
**American Indian Students At or Above Grade Level:**  
**Percent and Number Tested**

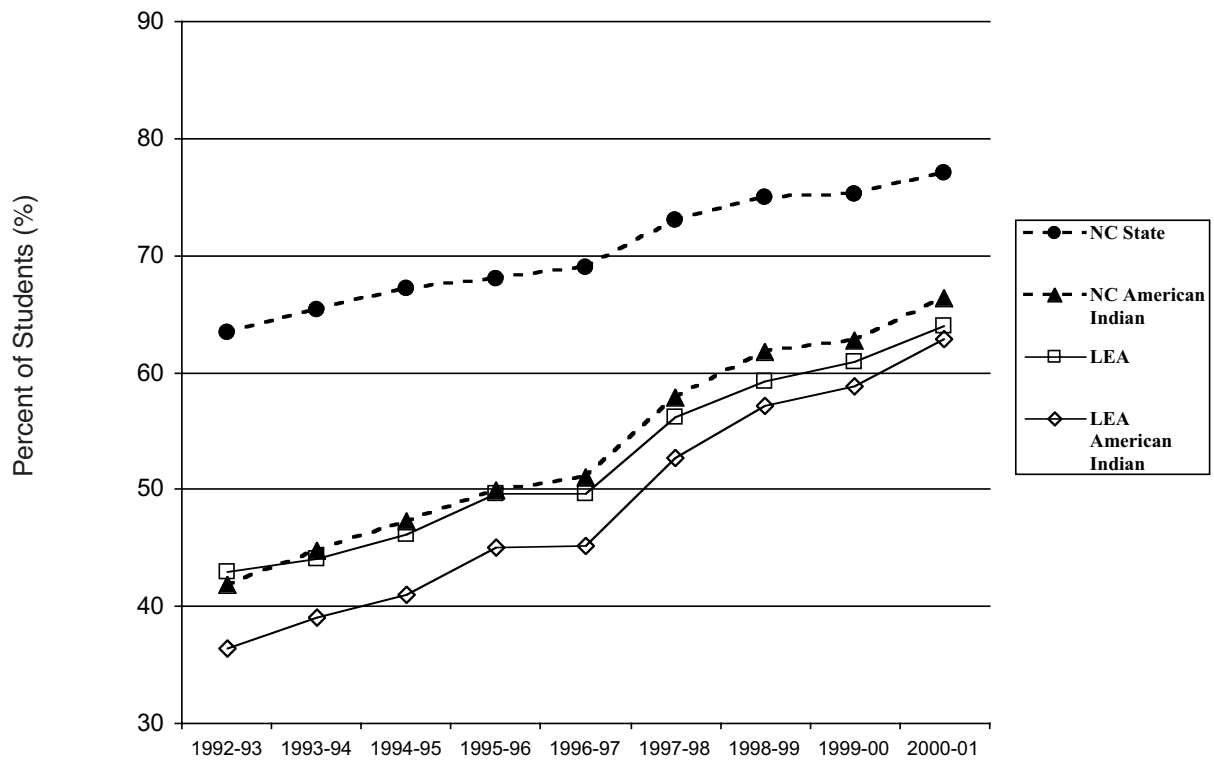
<b>EOG</b>		<b>ROBESON COUNTY</b>						<b>Reading</b>		
		<b>American Indian</b>			<b>System (All students)</b>			<b>State (All students)</b>		
<b>Grade</b>	<b>Participation</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
<b>3</b>	% Grade Level	60.0	61.8	66.6	63.0	65.2	70.4	73.6	74.4	76.4
	N Tested	804	844	815	1849	1894	1877	100415	101064	101652
<b>4</b>	% Grade Level	55.0	57.9	58.2	56.0	61.2	61.5	71.4	72.1	74.6
	N Tested	713	767	787	1751	1768	1799	97914	99451	99717
<b>5</b>	% Grade Level	51.0	58.4	67.9	54.0	59.4	68.1	75.8	79.1	82.7
	N Tested	715	700	747	1741	1725	1734	94807	98099	99639
<b>6</b>	% Grade Level	52.0	47.0	54.8	55.0	51.5	54.5	72.3	69.5	70.6
	N Tested	771	692	631	1735	1708	1632	93607	96489	100079
<b>7</b>	% Grade Level	59.0	54.4	56.2	61.0	57.7	58.5	76.6	76.4	75.3
	N Tested	670	776	678	1608	1736	1595	91872	94031	96945
<b>8</b>	% Grade Level	64.0	71.3	71.4	64.0	69.1	70.0	79.9	82.5	83.3
	N Tested	705	675	751	1626	1611	1672	90331	90984	93305

<b>EOG</b>		<b>ROBESON COUNTY</b>						<b>Math</b>		
		<b>American Indian</b>			<b>System (All students)</b>			<b>State (All students)</b>		
<b>Grade</b>	<b>Participation</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
<b>3</b>	% Grade Level	60.0	61.2	67.2	63.0	63.1	68.9	70.0	71.8	73.6
	N Tested	815	858	823	1866	1912	1896	100911	101572	102160
<b>4</b>	% Grade Level	75.0	78.7	77.5	75.0	79.0	79.6	82.7	84.4	86.8
	N Tested	722	775	821	1773	1787	1848	98393	99990	100392
<b>5</b>	% Grade Level	65.0	66.5	76.4	67.0	65.7	76.0	82.4	82.9	86.7
	N Tested	719	704	766	1750	1737	1775	95258	98558	100226
<b>6</b>	% Grade Level	72.0	68.1	75.7	71.0	69.6	73.7	81.1	81.0	82.9
	N Tested	778	698	646	1757	1722	1673	93841	96708	100367
<b>7</b>	% Grade Level	77.0	70.5	70.3	76.0	69.4	72.0	82.4	80.7	81.2
	N Tested	671	784	683	1615	1759	1607	92000	94124	97114
<b>8</b>	% Grade Level	68.0	72.6	74.3	67.0	70.9	73.2	77.6	80.6	79.5
	N Tested	709	676	755	1636	1616	1677	90397	91053	93408

<b>EOC</b>		<b>ROBESON COUNTY</b>						<b>High School Subjects</b>		
		<b>American Indian</b>			<b>System (All Students)</b>			<b>State (All Students)</b>		
<b>Course</b>	<b>Participation</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
Algebra I	% Grade Level	50.6	43.8	63.4	56.2	47.5	62.5	65.4	68.9	76.0
	N Tested	563	696	629	1316	1591	1500	87449	90109	93000
Biology	% Grade Level	41.8	29.5	39.1	43.7	35.7	43.1	57.7	57.6	61.0
	N Tested	462	613	507	1108	1437	1280	76950	80549	81959
ELP	% Grade Level	38.4	31.0	49.5	48.4	36.5	50.2	67.4	67.3	70.0
	N Tested	581	710	566	1406	1643	1482	77740	78992	90209
English I	% Grade Level	42.1	43.1	41.7	46.5	45.5	43.9	64.6	68.4	68.3
	N Tested	788	785	741	1814	1785	1766	89775	93434	94707
US History	% Grade Level	20.9	19.8	28.2	25.9	23.5	34.8	51.0	46.9	50.5
	N Tested	98	479	483	1183	1151	1215	69701	70930	73742
Algebra II	% Grade Level	25.0	28.2	53.8	25.5	29.7	53.7	59.0	62.7	73.0
	N Tested	324	287	318	813	824	750	48957	52451	54902
Physics	% Grade Level	15.7	16.7	41.9	31.4	35.9	43.1	72.1	72.9	74.4
	N Tested	51	24	43	140	117	123	11223	11429	10948
Chemistry	% Grade Level	32.8	37.3	38.6	35.3	38.8	42.1	60.4	62.0	65.5
	N Tested	290	201	241	688	613	608	41262	42605	43702
Geometry	% Grade Level	21.9	29.5	43.6	28.1	31.9	42.2	58.3	60.0	63.9
	N Tested	375	386	383	971	928	944	60413	64572	65480
Phys.Science	% Grade Level	26.9	22.6	27.1	35.8	24.5	34.7	55.6	57.1	59.9
	N Tested	547	704	133	1304	1731	251	66838	67066	39182

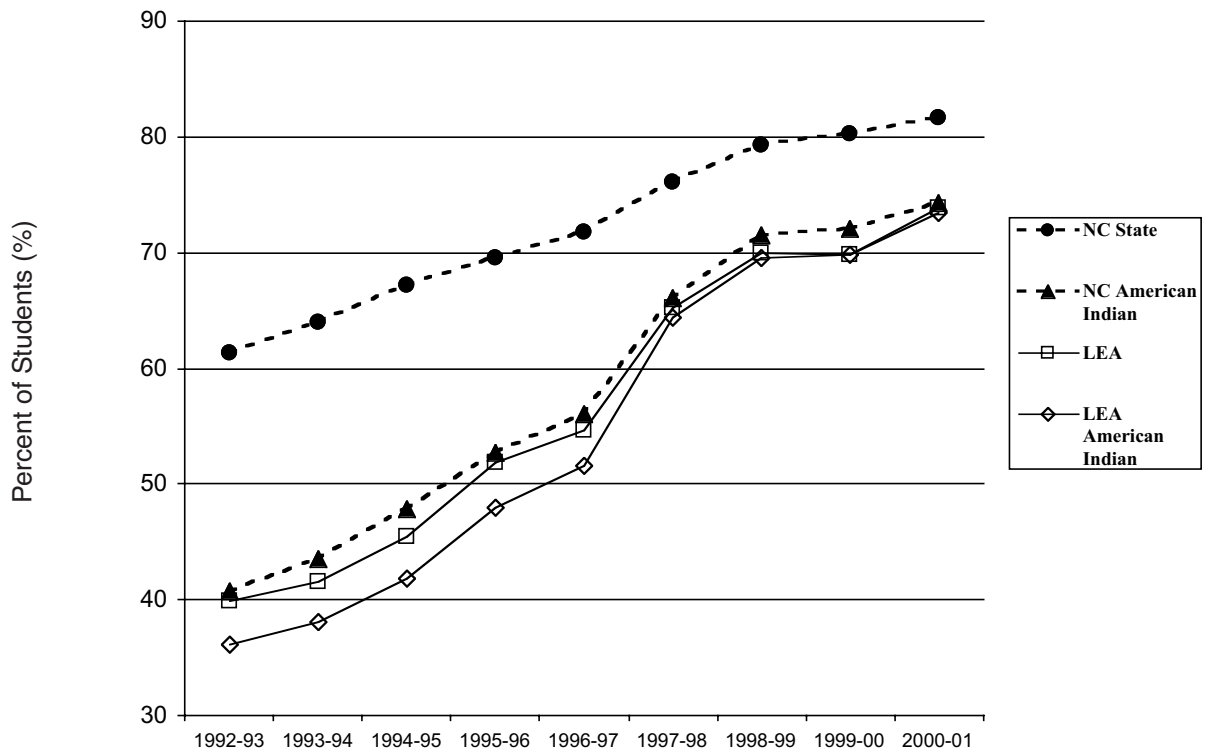
## Trend of EOG Reading Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Robeson County vs. NC



## Trend of EOG Math Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Robeson County vs. NC



**Public Schools of North Carolina**  
**American Indian Students At or Above Grade Level:**  
**Percent and Number Tested**

<b>EOG</b>		<b>SAMPSON COUNTY</b>						<b>Reading</b>		
		<b>American Indian</b>			<b>System (All students)</b>			<b>State (All students)</b>		
<b>Grade</b>	<b>Participation</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
<b>3</b>	% Grade Level	81.0	66.7	66.7	72.0	76.7	77.2	73.6	74.4	76.4
	N Tested	11	12	6	590	584	631	100415	101064	101652
<b>4</b>	% Grade Level	60.0	66.7	72.7	67.0	68.0	73.8	71.4	72.1	74.6
	N Tested	10	12	11	592	581	602	97914	99451	99717
<b>5</b>	% Grade Level	66.0	100.0	76.9	78.0	81.7	84.0	75.8	79.1	82.7
	N Tested	9	7	13	586	590	570	94807	98099	99639
<b>6</b>	% Grade Level	75.0	60.0	62.5	69.0	67.7	66.8	72.3	69.5	70.6
	N Tested	8	10	8	527	606	591	93607	96489	100079
<b>7</b>	% Grade Level	37.0	62.5	66.7	72.0	71.0	72.3	76.6	76.4	75.3
	N Tested	8	8	9	550	520	620	91872	94031	96945
<b>8</b>	% Grade Level	77.0	88.9	0	77.0	77.4	82.5	79.9	82.5	83.3
	N Tested	9	9	7	530	561	510	90331	90984	93305

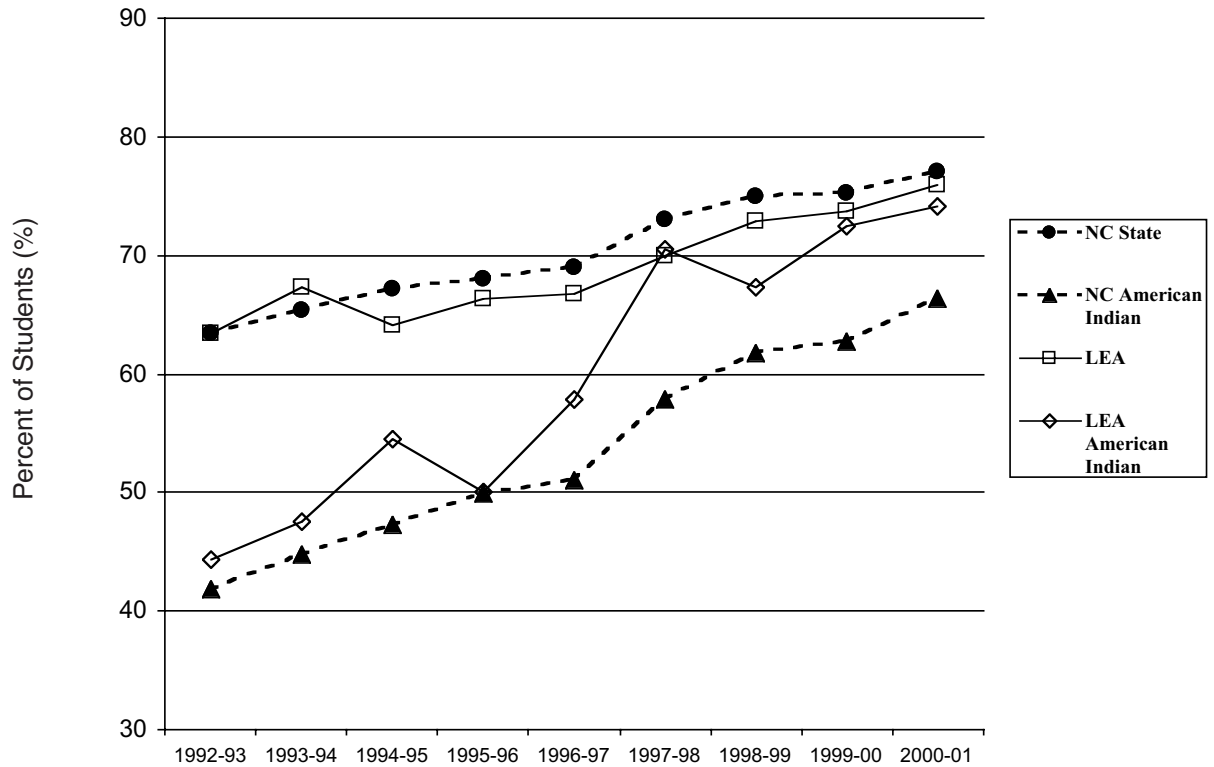
<b>EOG</b>		<b>SAMPSON COUNTY</b>						<b>Math</b>		
		<b>American Indian</b>			<b>System (All students)</b>			<b>State (All students)</b>		
<b>Grade</b>	<b>Participation</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
<b>3</b>	% Grade Level	81.0	91.7	50.0	68.0	75.8	73.7	70.0	71.8	73.6
	N Tested	11	12	6	598	590	636	100911	101572	102160
<b>4</b>	% Grade Level	70.0	75.0	90.9	82.0	85.4	85.6	82.7	84.4	86.8
	N Tested	10	12	11	594	588	606	98393	99990	100392
<b>5</b>	% Grade Level	66.0	85.7	76.9	85.0	84.6	87.7	82.4	82.9	86.7
	N Tested	9	7	13	588	596	575	95258	98558	100226
<b>6</b>	% Grade Level	87.0	80.0	75.0	79.0	82.7	80.2	81.1	81.0	82.9
	N Tested	8	10	8	529	608	592	93841	96708	100367
<b>7</b>	% Grade Level	62.0	87.5	77.8	82.0	76.2	78.4	82.4	80.7	81.2
	N Tested	8	8	9	552	521	620	92000	94124	97114
<b>8</b>	% Grade Level	88.0	88.9	85.7	81.0	76.6	76.0	77.6	80.6	79.5
	N Tested	9	9	7	531	563	512	90397	91053	93408

<b>EOC</b>		<b>SAMPSON COUNTY</b>						<b>High School Subjects</b>		
		<b>American Indian</b>			<b>System (All Students)</b>			<b>State (All Students)</b>		
<b>Course</b>	<b>Participation</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
Algebra I	% Grade Level	100.0	80.0	75.0	59.4	68.4	80.9	65.4	68.9	76.0
	N Tested	2	5	8	480	554	502	87449	90109	93000
Biology	% Grade Level	0	50.0	71.4	44.4	44.5	53.6	57.7	57.6	61.0
	N Tested	2	4	7	471	434	487	76950	80549	81959
ELP	% Grade Level*	66.7	20.0	40.0	63.8	61.6	56.9	67.4	67.3	70.0
	N Tested	3	5	5	450	424	267	77740	78992	90209
English I	% Grade Level*	75.0	71.4	70.0	62.2	65.7	63.4	64.6	68.4	68.3
	N Tested	4	7	10	468	543	569	89775	93434	94707
US History	% Grade Level*	75.0	0	16.7	55.8	46.3	41.7	51.0	46.9	50.5
	N Tested	4	2	6	400	447	405	69701	70930	73742
Algebra II	% Grade Level	50.0	50.0	100.0	46.7	58.8	66.1	59.0	62.7	73.0
	N Tested	2	4	1	319	279	298	48957	52451	54902
Physics	% Grade Level	*	*	*	64.3	70.6	95.5	72.1	72.9	74.4
	N Tested	*	*	*	42	34	22	11223	11429	10948
Chemistry	% Grade Level	66.7	0	100.0	58.3	62.2	68.3	60.4	62.0	65.5
	N Tested	3	1	1	247	230	208	41262	42605	43702
Geometry	% Grade Level	20.0	100.0	60.0	53.4	58.2	53.3	58.3	60.0	63.9
	N Tested	5	3	5	341	335	345	60413	64572	65480
Phys.Science	% Grade Level	66.7	*	*	52.2	25.0	76.6	55.6	57.1	59.9
	N Tested	3	*	*	469	4	145	66838	67066	39182



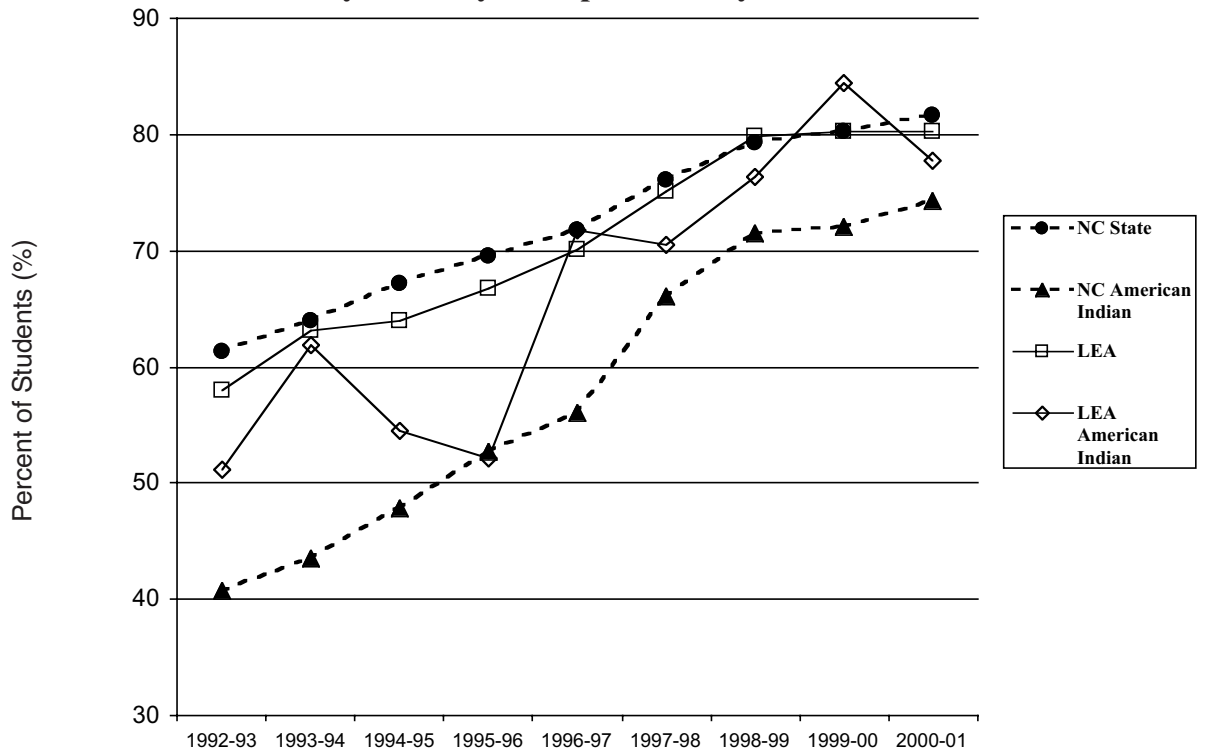
## Trend of EOG Reading Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Sampson County vs. NC



## Trend of EOG Math Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Sampson County vs. NC



**Public Schools of North Carolina**  
**American Indian Students At or Above Grade Level:**  
**Percent and Number Tested**

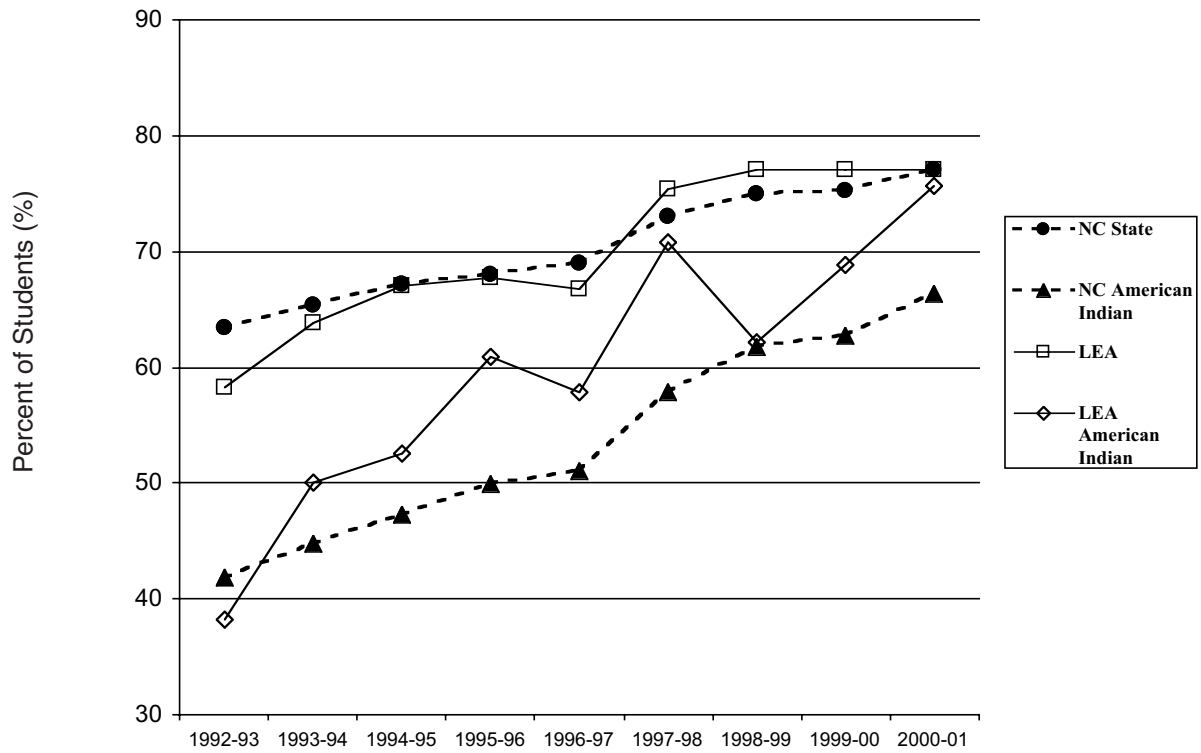
EOG		CLINTON CITY						Reading		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	50.0	71.4	83.3	78.0	80.3	76.4	73.6	74.4	76.4
	N Tested	4	7	12	203	213	225	100415	101064	101652
4	% Grade Level	75.0	40.0	83.3	73.0	74.9	82.0	71.4	72.1	74.6
	N Tested	8	5	6	199	207	211	97914	99451	99717
5	% Grade Level	50.0	80.0	80.0	77.0	77.8	80.6	75.8	79.1	82.7
	N Tested	4	10	5	189	198	211	94807	98099	99639
6	% Grade Level	57.0	40.0	63.6	68.0	65.5	61.0	72.3	69.5	70.6
	N Tested	7	5	11	170	200	213	93607	96489	100079
7	% Grade Level	80.0	71.4	0	85.0	75.9	79.0	76.6	76.4	75.3
	N Tested	10	7	3	184	170	205	91872	94031	96945
8	% Grade Level	25.0	81.8	62.5	77.0	88.8	84.8	79.9	82.5	83.3
	N Tested	4	11	8	171	179	171	90331	90984	93305

EOG		CLINTON CITY						Math		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	50.0	71.4	91.7	75.0	71.8	70.2	70.0	71.8	73.6
	N Tested	4	7	12	203	213	225	100911	101572	102160
4	% Grade Level	87.0	60.0	83.3	82.0	88.4	88.6	82.7	84.4	86.8
	N Tested	8	5	6	199	207	211	98393	99990	100392
5	% Grade Level	75.0	100.0	60.0	84.0	83.8	87.7	82.4	82.9	86.7
	N Tested	4	10	5	189	198	211	95258	98558	100226
6	% Grade Level	85.0	80.0	81.8	79.0	80.5	74.6	81.1	81.0	82.9
	N Tested	7	5	11	170	200	213	93841	96708	100367
7	% Grade Level	90.0	100.0	100.0	90.0	79.4	77.6	82.4	80.7	81.2
	N Tested	10	7	3	185	170	205	92000	94124	97114
8	% Grade Level	50.0	81.8	87.5	81.0	90.5	84.2	77.6	80.6	79.5
	N Tested	4	11	8	171	179	171	90397	91053	93408

EOC		CLINTON CITY						High School Subjects		
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
Algebra I	% Grade Level	40.0	100.0	72.7	59.1	73.1	77.1	65.4	68.9	76.0
	N Tested	5	4	11	98	156	188	87449	90109	93000
Biology	% Grade Level	28.6	25.0	25.0	54.7	39.1	48.3	57.7	57.6	61.0
	N Tested	7	8	4	159	184	172	76950	80549	81959
ELP	% Grade Level	50.0	33.3	35.7	56.5	59.6	62.3	67.4	67.3	70.0
	N Tested	10	6	14	209	193	212	77740	78992	90209
English I	% Grade Level	50.0	33.3	53.8	60.0	65.6	66.4	64.6	68.4	68.3
	N Tested	10	6	13	195	186	211	89775	93434	94707
US History	% Grade Level	20.0	28.6	57.1	50.0	47.2	49.7	51.0	46.9	50.5
	N Tested	10	7	7	176	159	183	69701	70930	73742
Algebra II	% Grade Level	20.0	33.3	66.7	35.2	49.6	62.2	59.0	62.7	73.0
	N Tested	5	6	3	142	137	127	48957	52451	54902
Physics	% Grade Level	*	*	*	66.7	100.0	84.6	72.1	72.9	74.4
	N Tested	*	*	*	6	12	13	11223	11429	10948
Chemistry	% Grade Level	40.0	100.0	40.0	50.7	66.7	59.4	60.4	62.0	65.5
	N Tested	5	3	5	134	87	96	41262	42605	43702
Geometry	% Grade Level	42.9	25.0	50.0	53.5	51.0	64.1	58.3	60.0	63.9
	N Tested	7	4	4	144	145	142	60413	64572	65480
Phys.Science	% Grade Level	44.4	0	*	56.7	56.6	*	55.6	57.1	59.9
	N Tested	9	4	*	187	175	*	66838	67066	39182

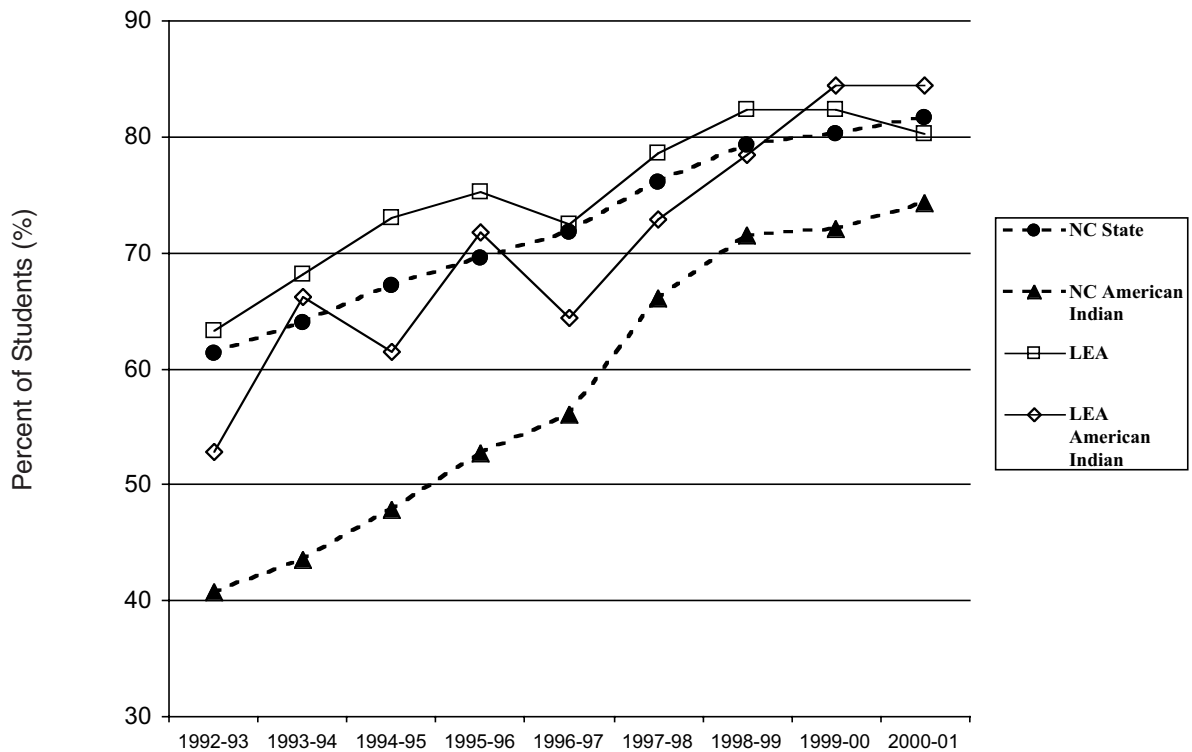
## Trend of EOG Reading Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Clinton City vs. NC



## Trend of EOG Math Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Clinton City vs. NC



**Public Schools of North Carolina**  
**American Indian Students At or Above Grade Level:**  
**Percent and Number Tested**

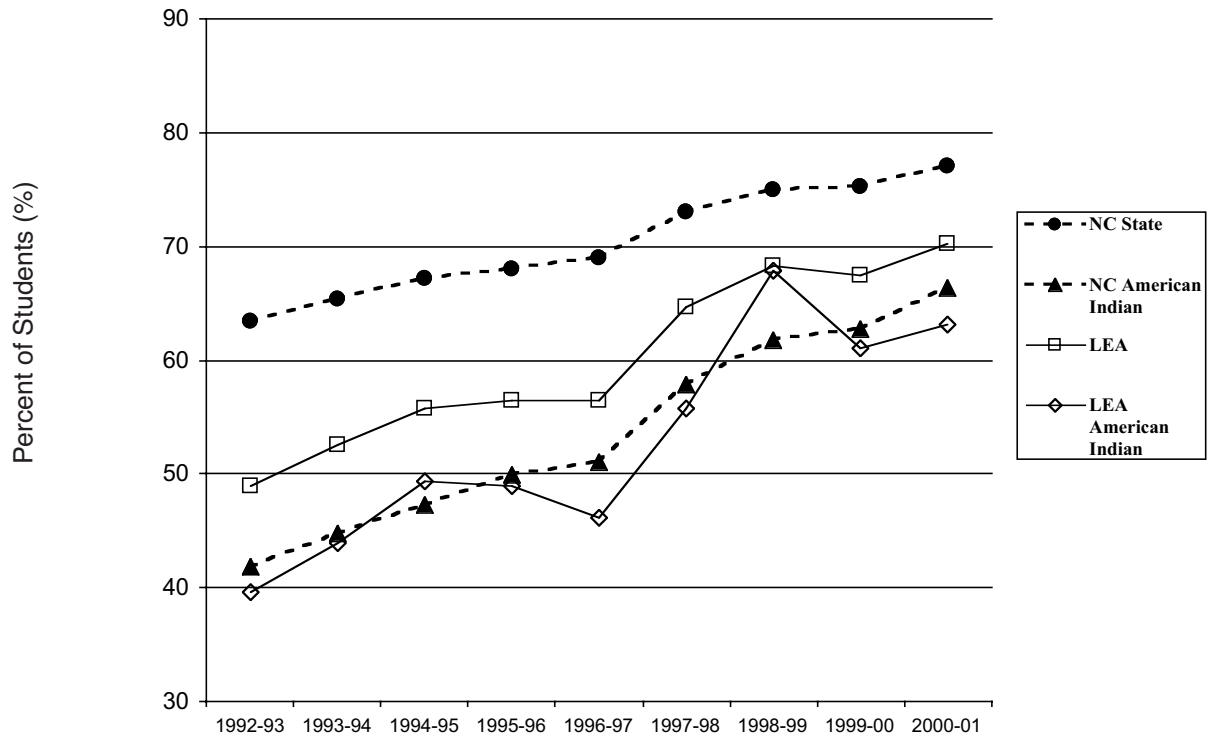
EOG		SCOTLAND COUNTY						Reading		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	67.0	53.6	60.9	66.0	61.6	69.1	73.6	74.4	76.4
	N Tested	58	69	69	554	583	554	100415	101064	101652
4	% Grade Level	64.0	65.3	57.6	57.0	64.2	64.9	71.4	72.1	74.6
	N Tested	54	49	66	511	514	536	97914	99451	99717
5	% Grade Level	67.0	70.5	75.0	66.0	69.3	79.3	75.8	79.1	82.7
	N Tested	64	61	52	510	512	498	94807	98099	99639
6	% Grade Level	54.0	50.8	49.2	68.0	61.4	58.8	72.3	69.5	70.6
	N Tested	44	63	63	473	508	488	93607	96489	100079
7	% Grade Level	75.0	57.4	67.7	76.0	70.7	72.0	76.6	76.4	75.3
	N Tested	49	54	62	509	488	511	91872	94031	96945
8	% Grade Level	79.0	72.7	73.1	75.0	77.7	78.1	79.9	82.5	83.3
	N Tested	43	55	52	484	498	475	90331	90984	93305

EOG		SCOTLAND COUNTY						Math		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	62.0	62.3	60.0	64.0	64.6	65.9	70.0	71.8	73.6
	N Tested	59	69	70	559	587	560	100911	101572	102160
4	% Grade Level	71.0	88.0	75.0	79.0	80.1	82.8	82.7	84.4	86.8
	N Tested	60	50	64	519	518	540	98393	99990	100392
5	% Grade Level	73.0	79.7	81.5	75.0	79.2	85.3	82.4	82.9	86.7
	N Tested	65	64	54	513	515	503	95258	98558	100226
6	% Grade Level	70.0	63.5	66.7	75.0	74.4	76.5	81.1	81.0	82.9
	N Tested	44	63	63	476	507	490	93841	96708	100367
7	% Grade Level	83.0	74.1	80.6	84.0	83.9	79.3	82.4	80.7	81.2
	N Tested	49	54	62	510	490	508	92000	94124	97114
8	% Grade Level	90.0	81.5	69.2	77.0	81.9	77.9	77.6	80.6	79.5
	N Tested	43	54	52	483	498	475	90397	91053	93408

EOC		SCOTLAND COUNTY						High School Subjects		
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
Algebra I	% Grade Level	80.0	87.5	95.0	70.8	82.0	88.1	65.4	68.9	76.0
	N Tested	30	40	40	483	434	471	87449	90109	93000
Biology	% Grade Level	44.7	38.5	47.7	53.6	51.1	55.2	57.7	57.6	61.0
	N Tested	38	26	44	502	364	502	76950	80549	81959
ELP	% Grade Level	71.4	74.1	75.9	79.3	66.2	70.6	67.4	67.3	70.0
	N Tested	7	27	29	193	396	442	77740	78992	90209
English I	% Grade Level	35.3	50.0	62.7	55.0	59.9	61.2	64.6	68.4	68.3
	N Tested	34	46	59	553	499	520	89775	93434	94707
US History	% Grade Level	12.0	53.8	36.8	36.3	42.0	55.8	51.0	46.9	50.5
	N Tested	25	26	19	366	348	371	69701	70930	73742
Algebra II	% Grade Level	31.6	58.8	78.6	52.7	66.1	75.4	59.0	62.7	73.0
	N Tested	19	17	14	277	230	236	48957	52451	54902
Physics	% Grade Level	100.0	*	*	62.1	56.8	82.4	72.1	72.9	74.4
	N Tested	1	*	*	58	37	34	11223	11429	10948
Chemistry	% Grade Level	50.0	75.0	90.0	60.7	74.6	72.4	60.4	62.0	65.5
	N Tested	6	4	10	140	173	170	41262	42605	43702
Geometry	% Grade Level	56.3	88.9	76.5	60.9	72.6	73.2	58.3	60.0	63.9
	N Tested	16	18	17	248	288	269	60413	64572	65480
Phys.Science	% Grade Level	35.7	60.0	51.5	53.1	48.3	57.3	55.6	57.1	59.9
	N Tested	14	45	33	271	414	410	66838	67066	39182

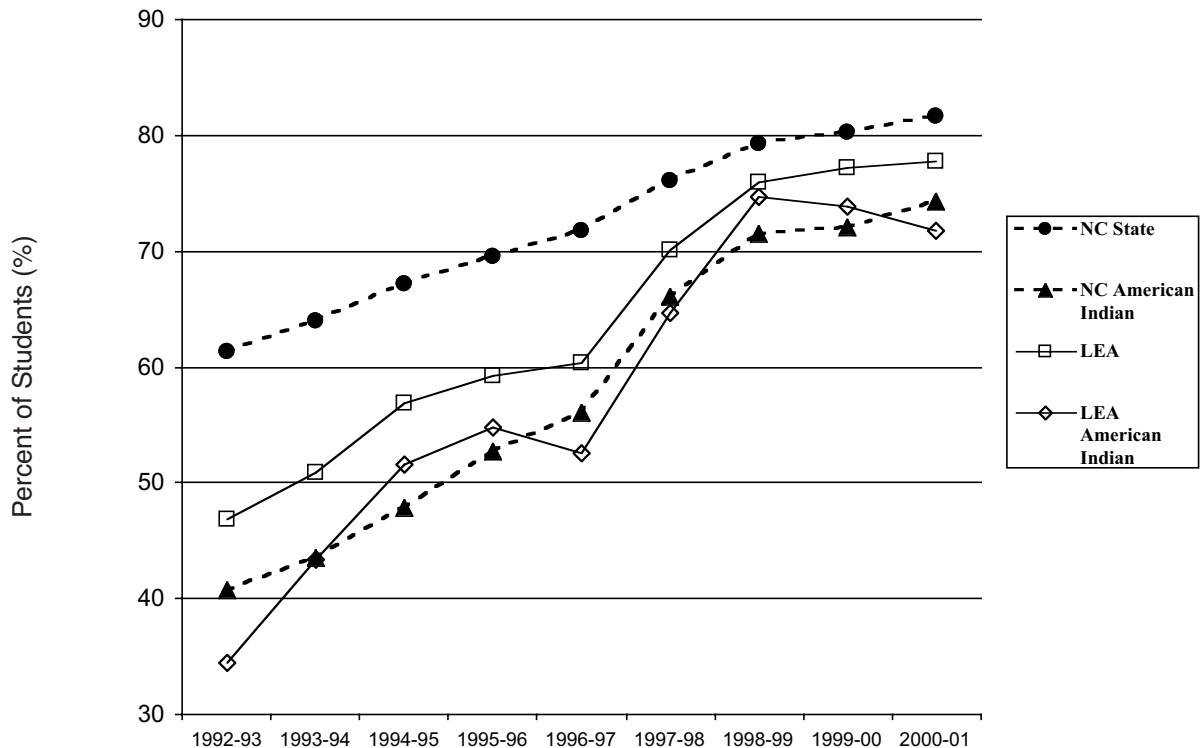
## Trend of EOG Reading Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Scotland County vs. NC



## Trend of EOG Math Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Scotland County vs. NC



**Public Schools of North Carolina**  
**American Indian Students At or Above Grade Level:**  
**Percent and Number Tested**

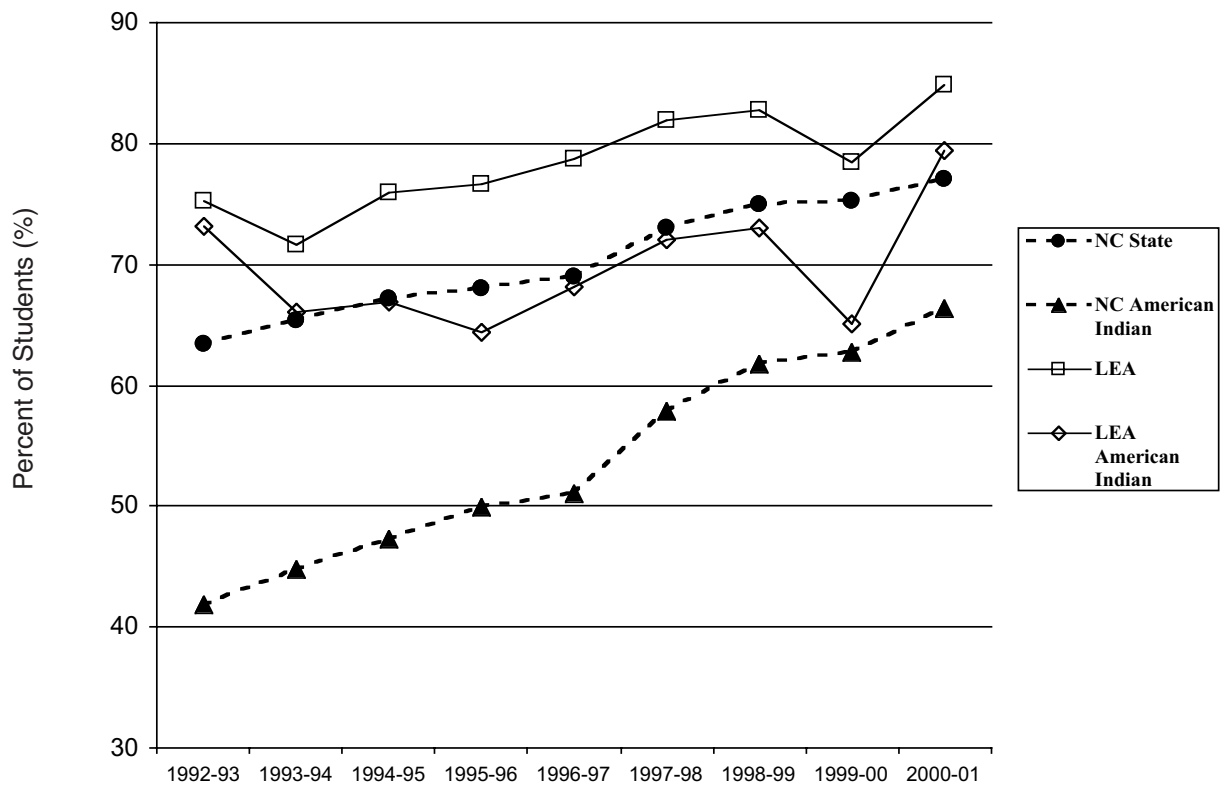
EOG		SWAIN COUNTY						Reading		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	85.0	50.0	84.8	81.0	75.6	87.5	73.6	74.4	76.4
	N Tested	21	20	33	124	119	136	100415	101064	101652
4	% Grade Level	65.0	68.2	81.3	79.0	75.0	84.0	71.4	72.1	74.6
	N Tested	26	22	16	123	132	119	97914	99451	99717
5	% Grade Level	62.0	73.1	85.0	79.0	82.1	90.1	75.8	79.1	82.7
	N Tested	37	26	20	145	134	131	94807	98099	99639
6	% Grade Level	80.0	54.5	81.5	84.0	72.6	79.8	72.3	69.5	70.6
	N Tested	25	33	27	119	146	129	93607	96489	100079
7	% Grade Level	66.0	73.9	61.8	83.0	78.0	78.6	76.6	76.4	75.3
	N Tested	27	23	34	128	123	140	91872	94031	96945
8	% Grade Level	85.0	72.0	88.0	89.0	87.5	90.2	79.9	82.5	83.3
	N Tested	27	25	25	119	128	122	90331	90984	93305

EOG		SWAIN COUNTY						Math		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	85.0	60.0	85.3	89.0	79.8	84.1	70.0	71.8	73.6
	N Tested	21	20	34	124	119	138	100911	101572	102160
4	% Grade Level	76.0	90.9	87.5	91.0	91.7	91.8	82.7	84.4	86.8
	N Tested	26	22	16	123	132	122	98393	99990	100392
5	% Grade Level	78.0	92.3	85.0	86.0	91.8	88.6	82.4	82.9	86.7
	N Tested	37	26	20	145	134	132	95258	98558	100226
6	% Grade Level	92.0	72.7	96.3	95.0	84.9	89.3	81.1	81.0	82.9
	N Tested	25	33	27	119	146	131	93841	96708	100367
7	% Grade Level	77.0	82.6	67.6	89.0	86.2	77.1	82.4	80.7	81.2
	N Tested	27	23	34	128	123	140	92000	94124	97114
8	% Grade Level	77.0	76.0	84.0	87.0	88.3	84.4	77.6	80.6	79.5
	N Tested	27	25	25	119	128	122	90397	91053	93408

EOC		SWAIN COUNTY						High School Subjects		
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
Algebra I	% Grade Level	64.0	59.4	75.0	66.1	69.0	82.3	65.4	68.9	76.0
	N Tested	25	32	20	124	145	96	87449	90109	93000
Biology	% Grade Level	51.6	43.5	56.7	74.8	57.5	59.1	57.7	57.6	61.0
	N Tested	31	23	30	143	106	110	76950	80549	81959
ELP	% Grade Level	86.4	93.8	95.0	89.0	93.3	96.0	67.4	67.3	70.0
	N Tested	22	16	20	73	90	101	77740	78992	90209
English I	% Grade Level	73.3	80.8	66.7	73.7	81.7	81.4	64.6	68.4	68.3
	N Tested	30	26	24	137	120	118	89775	93434	94707
US History	% Grade Level	55.0	42.9	66.7	64.8	64.2	73.5	51.0	46.9	50.5
	N Tested	20	28	24	105	120	117	69701	70930	73742
Algebra II	% Grade Level	68.8	66.7	61.5	73.7	71.0	75.5	59.0	62.7	73.0
	N Tested	16	9	13	57	69	53	48957	52451	54902
Physics	% Grade Level	80.0	*	*	71.4	100.0	100.0	72.1	72.9	74.4
	N Tested	5	*	*	21	4	9	11223	11429	10948
Chemistry	% Grade Level	25.0	35.0	66.7	35.8	54.6	68.1	60.4	62.0	65.5
	N Tested	12	20	6	67	97	47	41262	42605	43702
Geometry	% Grade Level	30.8	58.8	30.8	67.5	66.7	47.0	58.3	60.0	63.9
	N Tested	13	17	13	83	87	66	60413	64572	65480
Phys.Science	% Grade Level	70.8	50.0	47.4	76.0	53.8	69.7	55.6	57.1	59.9
	N Tested	24	4	19	125	13	89	66838	67066	39182

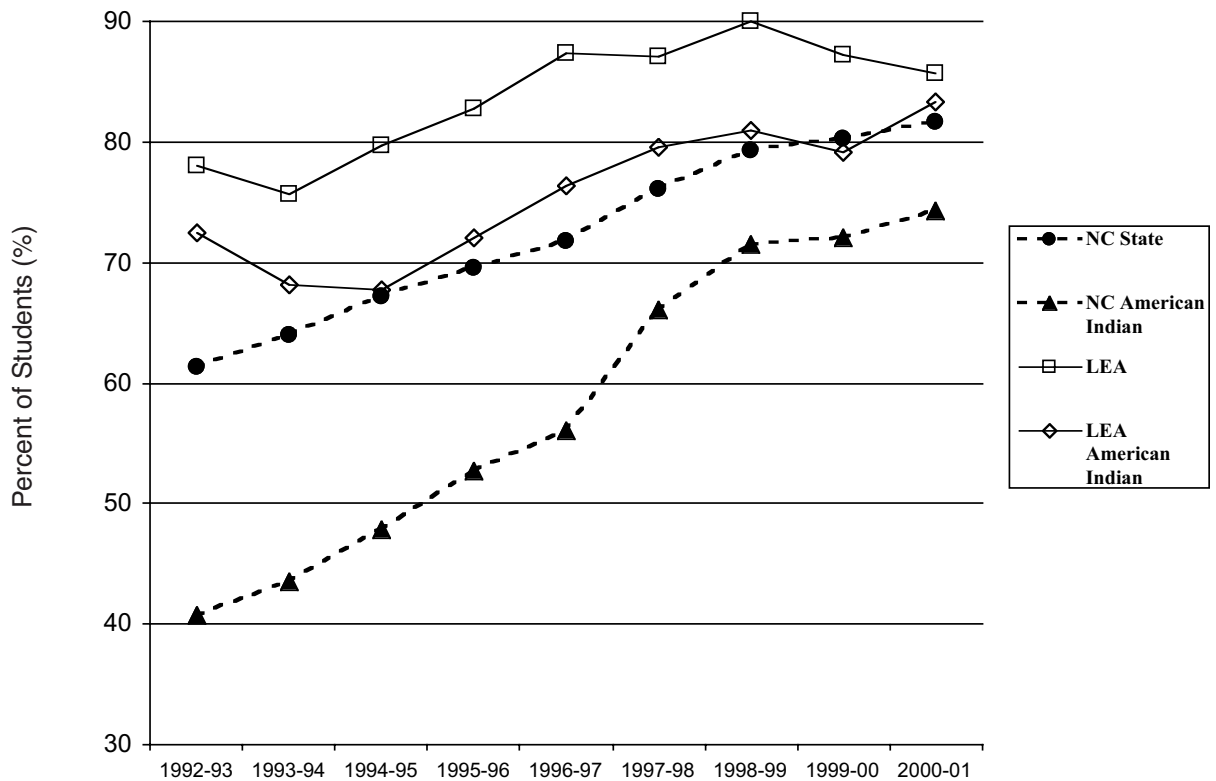
## Trend of EOG Reading Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Swain County vs. NC



## Trend of EOG Math Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Swain County vs. NC





**Public Schools of North Carolina**  
**American Indian Students At or Above Grade Level:**  
**Percent and Number Tested**

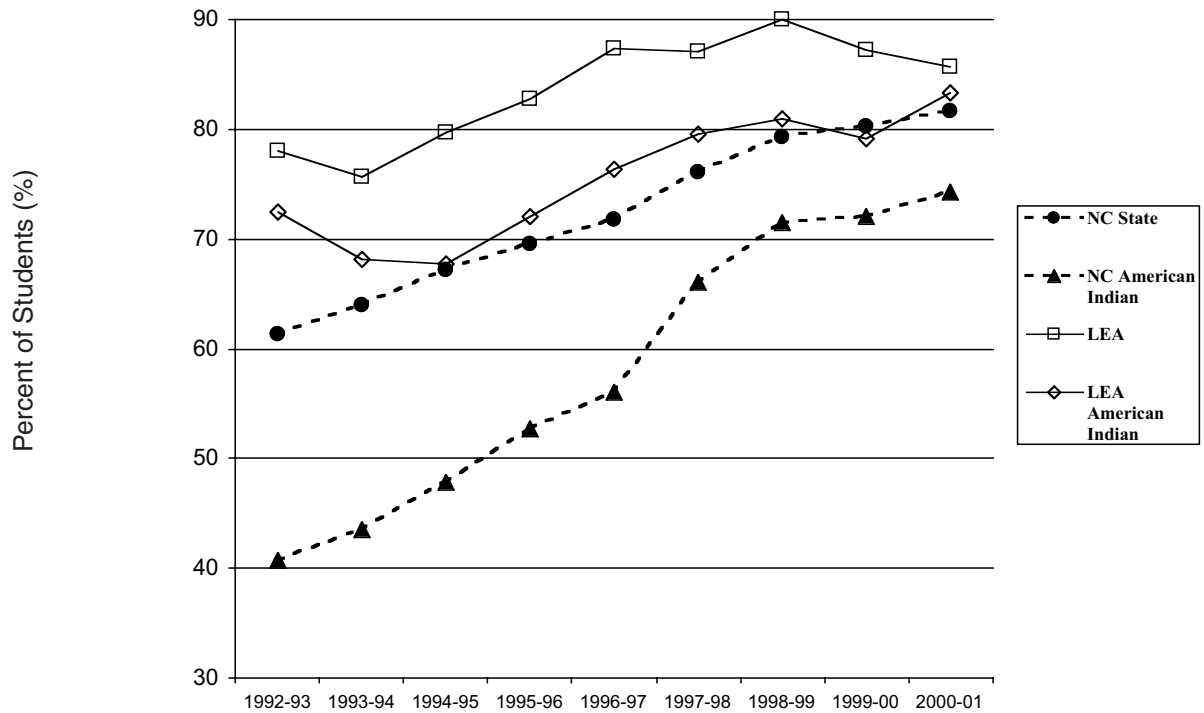
EOG		WAKE COUNTY						Reading		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	87.0	78.9	85.0	80.0	82.8	85.3	73.6	74.4	76.4
	N Tested	24	19	20	7610	7918	7780	100415	101064	101652
4	% Grade Level	85.0	68.0	90.5	80.0	81.3	85.9	71.4	72.1	74.6
	N Tested	21	25	21	7406	7725	7680	97914	99451	99717
5	% Grade Level	88.0	84.6	77.8	84.0	87.7	90.8	75.8	79.1	82.7
	N Tested	17	26	27	7244	7674	7572	94807	98099	99639
6	% Grade Level	84.0	83.3	100.0	80.0	77.9	80.7	72.3	69.5	70.6
	N Tested	19	18	24	7034	7646	7645	93607	96489	100079
7	% Grade Level	88.0	87.5	87.5	84.0	84.3	85.1	76.6	76.4	75.3
	N Tested	9	24	16	6768	7316	7446	91872	94031	96945
8	% Grade Level	100.0	80.0	94.7	87.0	88.7	90.6	79.9	82.5	83.3
	N Tested	14	15	19	6587	6958	7085	90331	90984	93305

EOG		WAKE COUNTY						Math		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	87.0	73.7	85.0	77.0	79.5	84.0	70.0	71.8	73.6
	N Tested	24	19	20	7635	7960	7801	100911	101572	102160
4	% Grade Level	85.0	84.0	95.5	88.0	88.9	92.7	82.7	84.4	86.8
	N Tested	21	25	22	7425	7758	7707	98393	99990	100392
5	% Grade Level	82.0	84.6	89.3	87.0	88.7	92.1	82.4	82.9	86.7
	N Tested	17	26	28	7273	7709	7611	95258	98558	100226
6	% Grade Level	80.0	94.4	95.8	84.0	85.2	88.1	81.1	81.0	82.9
	N Tested	20	18	24	7028	7642	7643	93841	96708	100367
7	% Grade Level	77.0	75.0	100.0	87.0	86.6	87.6	82.4	80.7	81.2
	N Tested	9	24	16	6760	7309	7452	92000	94124	97114
8	% Grade Level	92.0	73.3	84.2	83.0	85.6	86.9	77.6	80.6	79.5
	N Tested	14	15	19	6600	6966	7081	90397	91053	93408

EOC		WAKE COUNTY						High School Subjects		
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
Algebra I	% Grade Level	69.2	81.8	100.0	78.4	81.4	88.2	65.4	68.9	76.0
	N Tested	13	11	16	6615	6868	7012	87449	90109	93000
Biology	% Grade Level	72.7	58.3	73.3	68.4	70.7	71.0	57.7	57.6	61.0
	N Tested	11	12	15	5939	6340	6775	76950	80549	81959
ELP	% Grade Level	56.5	76.9	68.8	73.7	78.3	78.2	67.4	67.3	70.0
	N Tested	23	13	16	6984	6784	7383	77740	78992	90209
English I	% Grade Level	81.8	93.3	71.4	74.2	78.7	79.0	64.6	68.4	68.3
	N Tested	11	15	14	6446	6946	7261	89775	93434	94707
US History	% Grade Level	68.8	41.7	46.2	66.7	60.1	64.1	51.0	46.9	50.5
	N Tested	16	12	13	5119	5526	5906	69701	70930	73742
Algebra II	% Grade Level	46.2	70.0	71.4	77.3	75.8	82.7	59.0	62.7	73.0
	N Tested	13	10	7	4206	4621	4878	48957	52451	54902
Physics	% Grade Level	75.0	80.0	0	81.9	79.3	81.9	72.1	72.9	74.4
	N Tested	4	5	1	1707	1785	1706	11223	11429	10948
Chemistry	% Grade Level	84.6	70.0	62.5	77.7	74.6	78.4	60.4	62.0	65.5
	N Tested	13	10	8	3773	4020	4148	41262	42605	43702
Geometry	% Grade Level	56.3	87.5	72.7	74.1	75.0	80.3	58.3	60.0	63.9
	N Tested	16	8	11	4850	5109	4972	60413	64572	65480
Phys.Science	% Grade Level	46.2	100.0	25.0	59.2	62.4	65.5	55.6	57.1	59.9
	N Tested	13	4	4	3727	3283	2487	66838	67066	39182

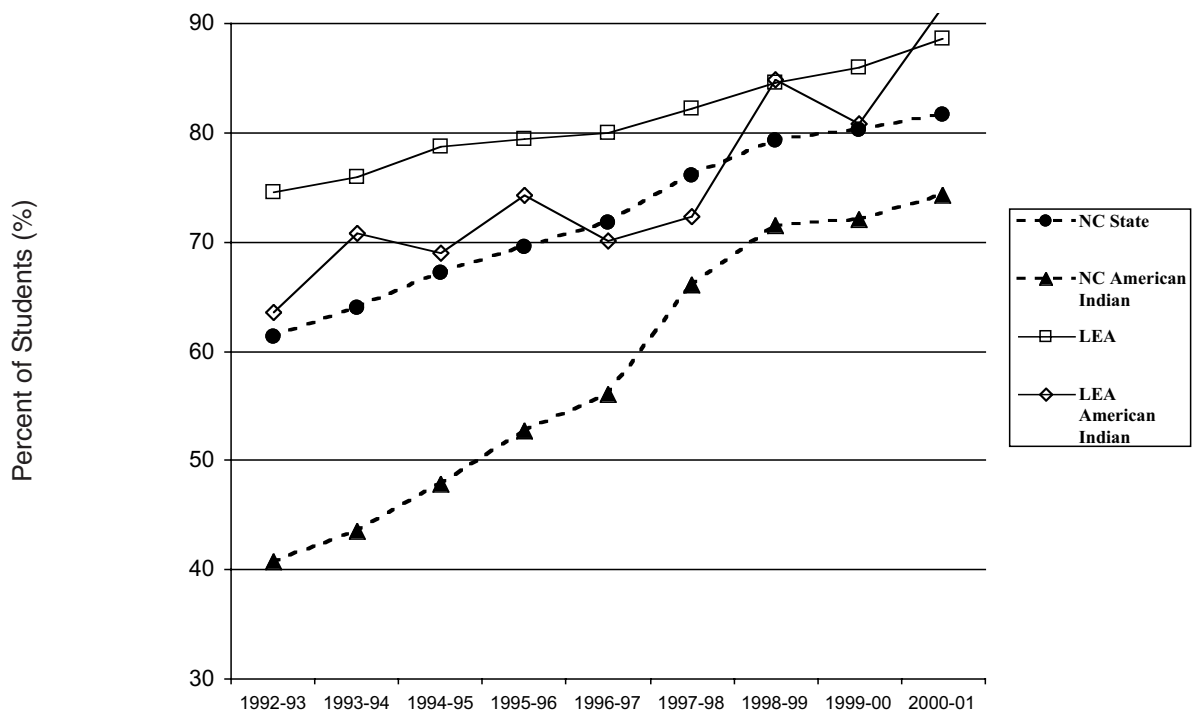
## Trend of EOG Reading Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Wake County vs. NC



## Trend of EOG Math Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Wake County vs. NC



**Public Schools of North Carolina**  
**American Indian Students At or Above Grade Level:**  
**Percent and Number Tested**

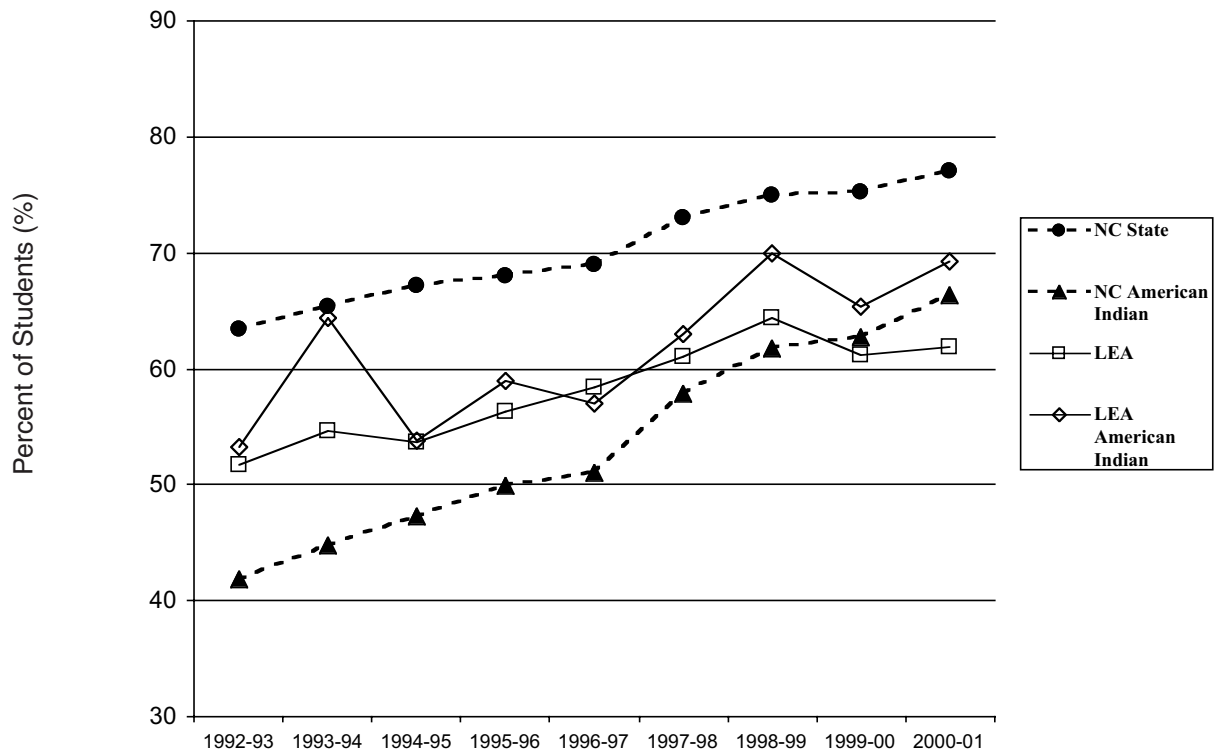
EOG		WARREN COUNTY						Reading		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	91.0	54.5	60.0	66.0	60.5	59.8	73.6	74.4	76.4
	N Tested	12	11	10	273	253	249	100415	101064	101652
4	% Grade Level	75.0	70.0	85.7	58.0	58.7	60.0	71.4	72.1	74.6
	N Tested	12	10	7	255	259	240	97914	99451	99717
5	% Grade Level	88.0	71.4	0	68.0	65.9	71.9	75.8	79.1	82.7
	N Tested	9	14	7	255	252	270	94807	98099	99639
6	% Grade Level	46.0	54.5	66.7	62.0	52.5	52.7	72.3	69.5	70.6
	N Tested	13	11	15	234	259	264	93607	96489	100079
7	% Grade Level	64.0	50.0	66.7	58.0	59.5	62.2	76.6	76.4	75.3
	N Tested	14	16	9	250	257	251	91872	94031	96945
8	% Grade Level	61.0	92.3	58.8	70.0	71.2	64.7	79.9	82.5	83.3
	N Tested	13	13	17	281		258	90331	90984	93305

EOG		WARREN COUNTY						Math		
		American Indian			System (All students)			State (All students)		
Grade	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	% Grade Level	75.0	81.8	70.0	64.0	62.5	55.2	70.0	71.8	73.6
	N Tested	12	11	10	276	259	250	100911	101572	102160
4	% Grade Level	75.0	80.0	100.0	70.0	74.5	72.3	82.7	84.4	86.8
	N Tested	12	10	7	268	267	242	98393	99990	100392
5	% Grade Level	88.0	78.6	100.0	81.0	71.2	78.6	82.4	82.9	86.7
	N Tested	9	14	7	261	260	271	95258	98558	100226
6	% Grade Level	76.0	72.7	73.3	72.0	64.4	68.3	81.1	81.0	82.9
	N Tested	13	11	15	237	261	265	93841	96708	100367
7	% Grade Level	85.0	68.8	77.8	65.0	65.2	66.5	82.4	80.7	81.2
	N Tested	14	16	9	250	256	251	92000	94124	97114
8	% Grade Level	76.0	100.0	47.1	70.0	70.9	63.6	77.6	80.6	79.5
	N Tested	13	13	17	281	234	258	90397	91053	93408

EOC		WARREN COUNTY						High School Subjects		
		American Indian			System (All Students)			State (All Students)		
Course	Participation	1999	2000	2001	1999	2000	2001	1999	2000	2001
Algebra I	% Grade Level	45.5	50.0	84.2	38.8	30.6	56.4	65.4	68.9	76.0
	N Tested	11	12	19	240	245	303	87449	90109	93000
Biology	% Grade Level	46.2	50.0	58.3	35.2	31.9	31.5	57.7	57.6	61.0
	N Tested	13	8	12	213	204	222	76950	80549	81959
ELP	% Grade Level	46.2	26.7	70.0	40.4	33.4	39.2	67.4	67.3	70.0
	N Tested	13	15	20	280	296	288	77740	78992	90209
English I	% Grade Level	62.5	42.9	86.7	49.6	50.0	50.2	64.6	68.4	68.3
	N Tested	8	14	15	228	282	253	89775	93434	94707
US History	% Grade Level	14.3	33.3	62.5	29.1	34.3	33.5	51.0	46.9	50.5
	N Tested	7	9	8	179	216	179	69701	70930	73742
Algebra II	% Grade Level	0.0	50.0	100.0	23.9	35.0	56.2	59.0	62.7	73.0
	N Tested	4	10	4	92	103	105	48957	52451	54902
Physics	% Grade Level	33.3	0.0	66.7	69.8	72.9	63.4	72.1	72.9	74.4
	N Tested	3	1	3	43	48	71	11223	11429	10948
Chemistry	% Grade Level	33.3	50.0	100.0	52.4	40.5	69.7	60.4	62.0	65.5
	N Tested	3	4	4	82	84	66	41262	42605	43702
Geometry	% Grade Level	58.3	16.7	55.6	56.3	42.3	40.6	58.3	60.0	63.9
	N Tested	12	6	9	103	137	143	60413	64572	65480
Phys.Science	% Grade Level	30.0	26.7	46.7	27.6	27.4	32.5	55.6	57.1	59.9
	N Tested	10	15	15	293	288	305	66838	67066	39182

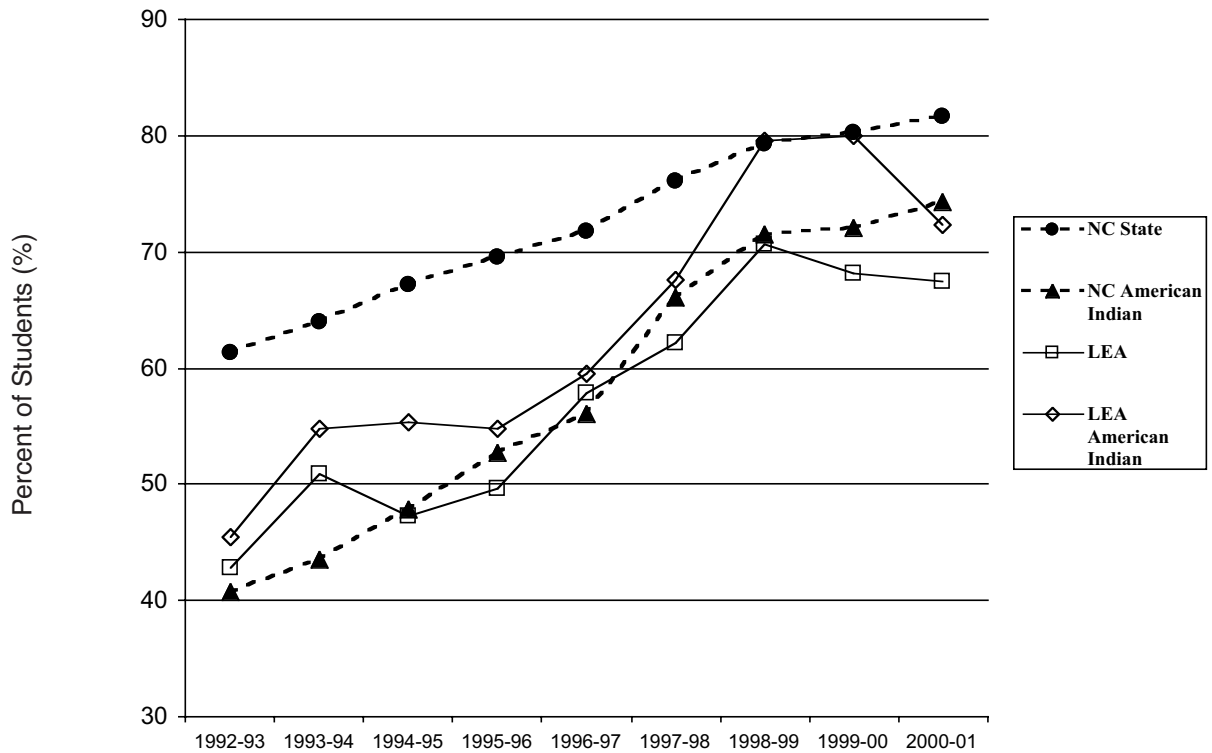
## Trend of EOG Reading Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Warren County vs. NC



## Trend of EOG Math Performance: 1993 to 2001

Percent of Grades 3 to 8 Students at/above Grade Level  
by Ethnicity - Warren County vs. NC





# Part Four



## Dropout, Attendance and Other Outcomes for American Indian Students in North Carolina



*United for Success*

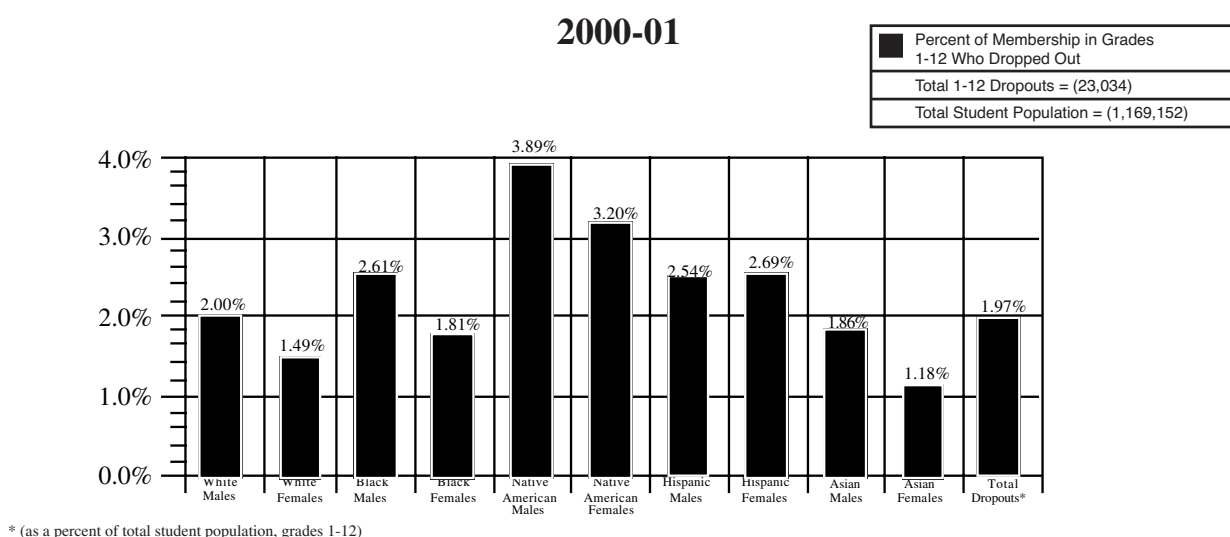




# Overview

It goes without saying that the dropout rate among high school students is a national tragedy, particularly for American Indian students. In North Carolina, the numbers of American Indian students who drop out of school continues to increase with both males and females dominating in terms of the percent of dropouts for each ethnic and gender group served in the state's public schools. Closer analysis of dropout data for grades 1-12 in the 2000-01 school year reflects 3.89 percent American Indian males and 3.20 percent American Indian females dropped out of school while the total percent of dropouts for the state was 1.97 percent (Table 1).

## Percent of Each Race/Gender Group in Grades 1-12 Who Dropped Out



Research has shown that multiple factors are associated with dropping out and that dropping out is a long-term process of disengagement that occurs over time and begins in the earliest grades. The National Center for Educational Statistics (NCES) and private research organizations have identified two types of factors relating to dropping out: factors associated with family and those related to an individual's experience in school. For example, students from low-income single-parent homes more often enter school less prepared than students from more affluent, better educated families and subsequently drop out at a much higher rate than other students do. Factors related to an individual's experiences in school often can be identified soon after a child begins school. These factors, such as low grades, absenteeism, disciplinary problems, frequently changing schools, and being retained for one or more grades, are all found at a much higher than average rate in students that dropout. For American Indian students, attendance and low parental expectations are often referred to as at-risk indicators. A study of the long-term process of dropping out may provide insights into ways of identifying potential dropouts.

# An Analysis of Dropout Data: American Indian Students in North Carolina

This section of the 2002 Annual Report includes tables and graphs related to the dropout rate of American Indian students in North Carolina. Specific information is provided regarding those local education agencies that are grantees for Title IX Indian Education Programs. Additional information is presented to display evidences of other indicators of performance of the state's American Indian students. This information includes data on advanced placement test-takers and the SAT.

- The current dropout rate of American Indian secondary students is almost double that of the other secondary students. Just over 4% of the state's 7<sup>th</sup>-12<sup>th</sup> graders dropped out of school during the 2000-01 school year, while just under 8% of the American Indian 7<sup>th</sup>-12<sup>th</sup> graders dropped out during the same time.
- Dropout data for American Indian students continues to show increases higher than any other disaggregated group when compared to dropout data in 1999-00.
- The percentage of American Indian males and females who dropped out of school in 2001 remains greater than all other ethnic and gender groups. American Indian males makeup 0.75% of the total school membership with 1.48% of the group dropping out. American Indian females makeup 0.72% of the total school membership with 1.17% of the group dropping out. The rate of dropout for both male and female is significantly disproportionate.
- While American Indian students represent only 1.47% of the total school membership in 2001, they represent 2.7% of the total dropouts.

## Statewide Dropout Data for Grades 7-12 1999-2001 (Duplicated Count)

	American Indian Students			State (All Students)		
	99	00	01	99	00	01
<b>Total Number of Students</b>	7,645	7,751	7,832	525,582	532,765	549,770
<b>Total Number of Dropouts</b>	618	643	604	25,555	24,596	22,365
<b>Dropout Rate (per 100 students)</b>	8.08	8.30	7.71	4.86	4.62	4.07

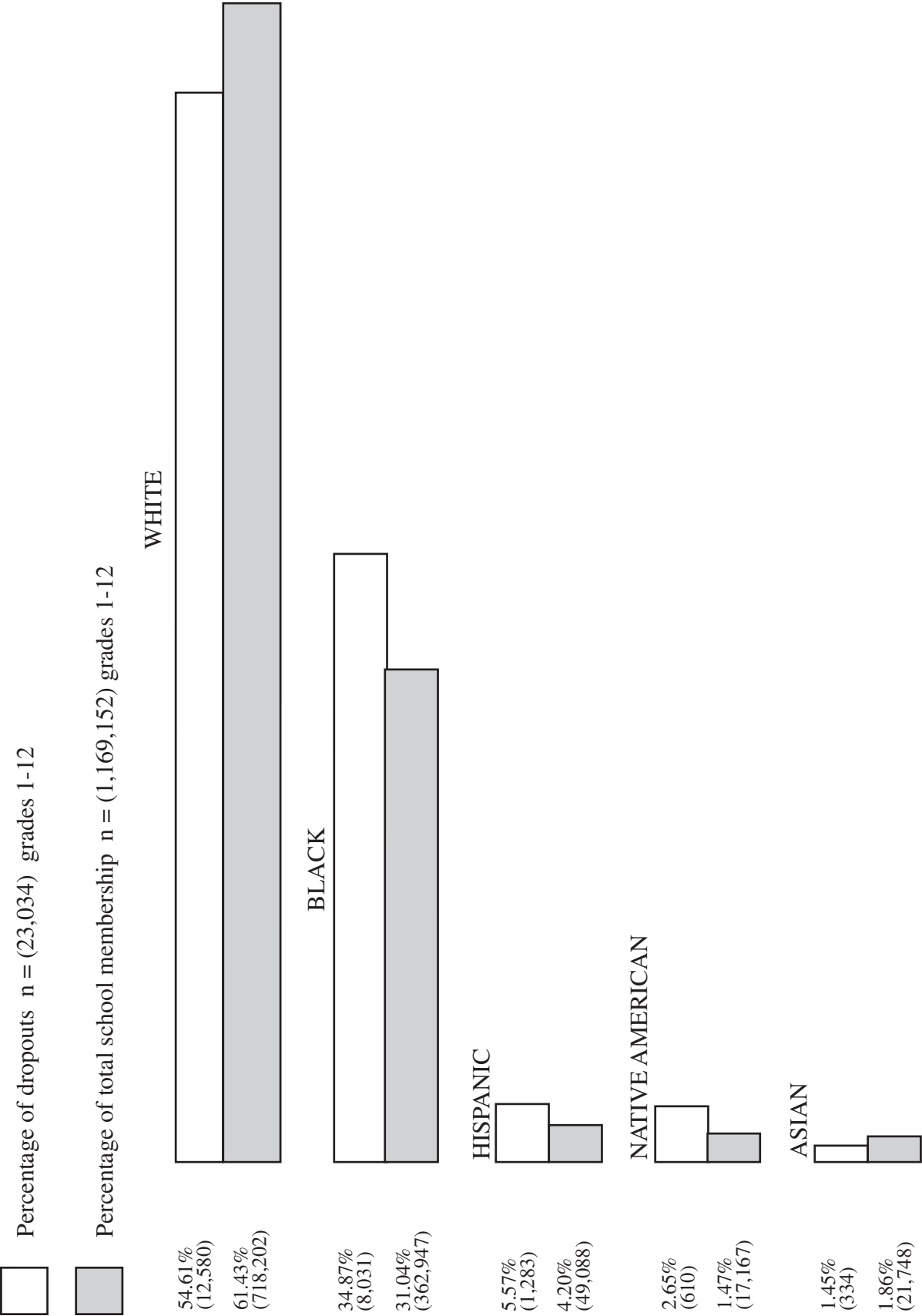
# North Carolina Public Schools Dropout Data for Grades 7-12 (Duplicated Count)

System	American Indian			System			State		
	98	99	00	01	98	99	00	01	01
<b>Columbus County</b>									
Total Number of Students	175	183	181	177	3,376	3,379	3,370	3,316	518,193
Total Number of Dropouts	9	12	18	5	130	159	190	158	19,541
Dropout Rate (per 100 students)	5.14	6.56	9.94	2.82	3.85	4.71	5.64	4.76	3.77
									4.86
									4.62
									4.07
<b>Cumberland County</b>									
Total Number of Students	362	387	424	421	21,272	21,840	22,238	22,570	518,193
Total Number of Dropouts	20	30	38	28	776	994	803	737	19,541
Dropout Rate (per 100 students)	5.52	7.75	8.96	6.65	3.65	4.55	3.61	3.27	3.77
									4.86
									4.62
									4.07
<b>Graham County</b>									
Total Number of Students	47	49	60	64	507	514	502	504	518,193
Total Number of Dropouts	2	6	1	4	17	47	20	27	19,541
Dropout Rate (per 100 students)	4.26	12.24	1.67	6.25	3.35	9.14	3.98	5.36	3.77
									4.86
									4.62
									4.07
<b>Guilford County</b>									
Total Number of Students	151	151	166	156	24,931	25,574	26,248	26,948	518,193
Total Number of Dropouts	15	10	16	15	852	1,152	1,104	747	19,541
Dropout Rate (per 100 students)	9.93	6.62	9.64	9.62	3.42	4.50	4.21	2.77	3.77
									4.86
									4.62
									4.07
<b>Halifax County</b>									
Total Number of Students	176	159	164	150	2,789	2,657	2,624	2,614	518,193
Total Number of Dropouts	18	10	14	6	105	98	138	113	19,541
Dropout Rate (per 100 students)	10.23	6.29	8.54	4.00	3.76	3.69	5.26	4.32	3.77
									4.86
									4.62
									4.07
<b>Hertford County</b>									
Total Number of Students	14	15	15	18	1,953	1,954	1,875	1,830	518,193
Total Number of Dropouts	0	1	0	0	34	78	111	67	19,541
Dropout Rate (per 100 students)	0.00	6.67	0.00	0.00	1.74	3.99	5.92	3.66	3.77
									4.86
									4.62
									4.07

System	American Indian						System			State		
	98	99	00	01	98	99	00	01	98	99	00	01
<b>Hoke County</b>												
Total Number of Students	320	338	325	326	2,425	2,492	2,450	2,441	518,193	525,582	532,765	549,770
Total Number of Dropouts	29	109	31	21	63	129	165	141	19,541	25,555	24,596	22,365
Dropout Rate (per 100 students)	8.58	4.53	9.54	6.44	5.18	3.92	6.73	5.78	3.77	4.86	4.62	4.07
<b>Jackson County</b>												
Total Number of Students	138	131	138	138	1,651	1,640	1,635	1,639	518,193	525,582	532,765	549,770
Total Number of Dropouts	6	10	8	11	65	75	68	64	19,541	25,555	24,596	22,365
Dropout Rate (per 100 students)	4.35	7.63	5.80	7.97	3.94	4.57	4.16	3.90	3.77	4.86	4.62	4.07
<b>Person County</b>												
Total Number of Students	10	11	11	13	2,395	2,420	2,457	2,509	518,193	525,582	532,765	549,770
Total Number of Dropouts	0	0	0	0	81	118	110	114	19,541	25,555	24,596	22,365
Dropout Rate (per 100 students)	0.00	0.00	0.00	0.00	3.38	4.88	4.48	4.54	3.77	4.86	4.62	4.07
<b>Richmond County</b>												
Total Number of Students	37	42	44	49	3,433	3,396	3,350	3,390	518,193	525,582	532,765	549,770
Total Number of Dropouts	1	2	2	5	72	172	163	156	19,541	25,555	24,596	22,365
Dropout Rate (per 100 students)	2.70	4.76	4.55	10.20	2.10	5.06	4.87	4.60	3.77	4.86	4.62	4.07
<b>Robeson County</b>												
Total Number of Students	4,322	4,308	4,311	4,276	9,817	9,883	9,999	10,011	518,193	525,582	532,765	549,770
Total Number of Dropouts	245	353	369	382	450	706	735	776	19,541	25,555	24,596	22,365
Dropout Rate (per 100 students)	5.67	8.19	8.56	8.93	4.58	7.14	7.35	7.75	3.77	4.86	4.62	4.07
<b>Sampson County</b>												
Total Number of Students	35	33	33	41	3,168	3,089	3,108	3,209	518,193	525,582	532,765	549,770
Total Number of Dropouts	0	4	0	2	38	131	85	112	19,541	25,555	24,596	22,365
Dropout Rate (per 100 students)	0.00	12.12	0.00	4.88	1.20	4.24	2.73	3.49	3.77	4.86	4.62	4.07

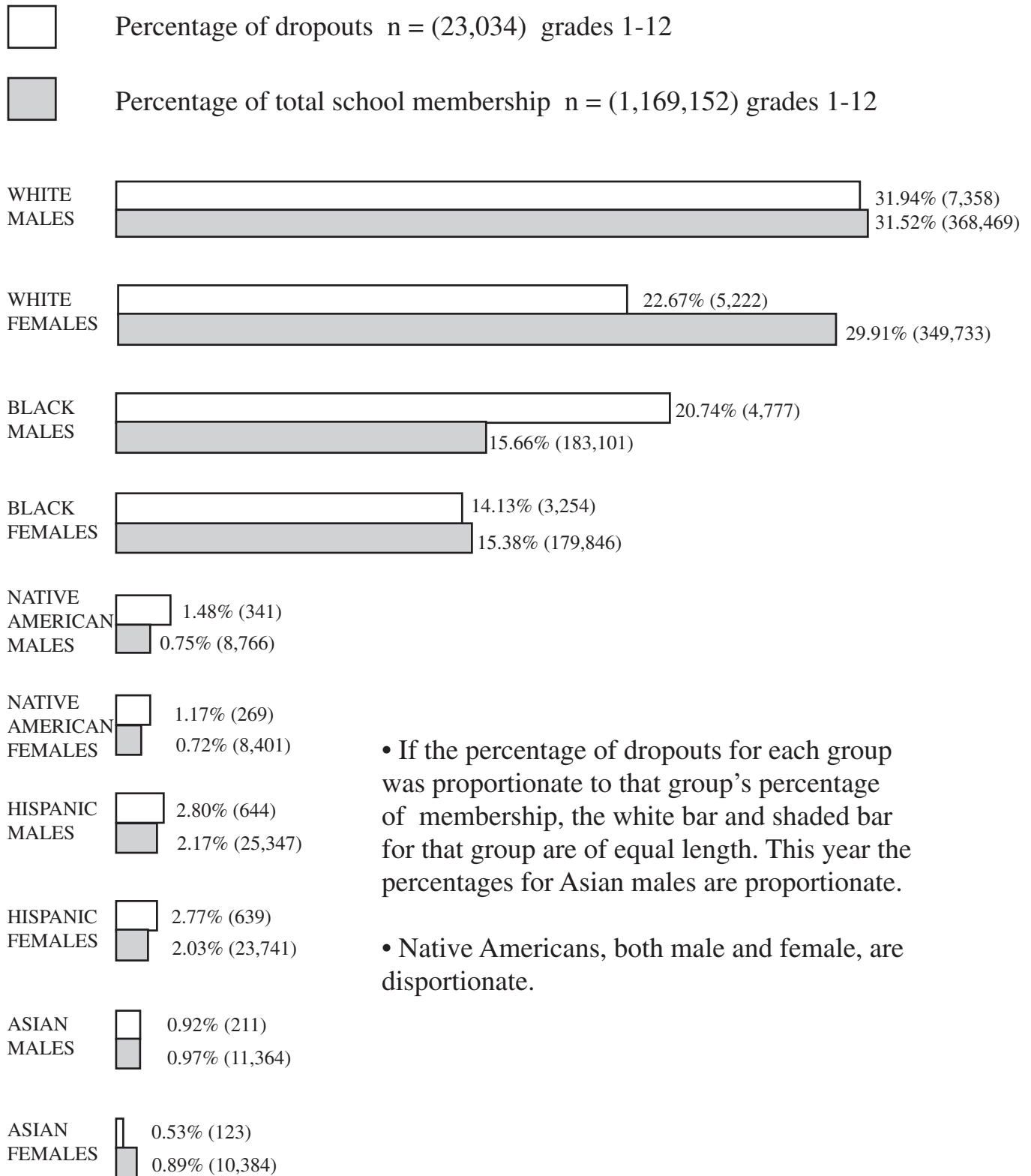
System	American Indian				System				State			
	98	99	00	01	98	99	00	01	98	99	00	01
<b>Clinton City</b>												
Total Number of Students	53	46	46	43	1,089	1,106	1,114	1,117	518,193	525,582	532,765	549,770
Total Number of Dropouts	2	2	3	3	26	44	58	48	19,541	25,555	24,596	22,365
Dropout Rate (per 100 students)	3.77	4.35	6.52	6.98	2.39	3.98	5.21	4.30	3.77	4.86	4.62	4.07
<b>Scotland County</b>												
Total Number of Students	242	242	260	283	3,093	2,959	2,869	2,928	518,193	525,582	532,765	549,770
Total Number of Dropouts	15	19	20	14	125	149	169	131	19,541	25,555	24,596	22,365
Dropout Rate (per 100 students)	6.20	7.85	7.69	4.95	4.04	5.04	5.89	4.47	3.77	4.86	4.62	4.07
<b>Swain County</b>												
Total Number of Students	171	166	163	163	758	757	766	802	518,193	525,582	532,765	549,770
Total Number of Dropouts	12	19	11	9	51	44	33	38	19,541	25,555	24,596	22,365
Dropout Rate (per 100 students)	7.02	11.45	6.75	5.52	6.73	5.81	4.31	4.74	3.77	4.86	4.62	4.07
<b>Wake County</b>												
Total Number of Students	76	88	90	90	36,777	37,946	39,404	41,856	518,193	525,582	532,765	549,770
Total Number of Dropouts	1	6	7	2	1,079	1,224	1,114	1,038	19,541	25,555	24,596	22,365
Dropout Rate (per 100 students)	1.32	6.82	7.78	2.22	2.93	3.23	2.83	2.48	3.77	4.86	4.62	4.07
<b>Warren County</b>												
Total Number of Students	71	67	70	75	1,391	1,403	1,429	1,438	518,193	525,582	532,765	549,770
Total Number of Dropouts	2	3	2	4	62	72	116	89	19,541	25,555	24,596	22,365
Dropout Rate (per 100 students)	2.82	4.48	2.86	5.33	4.46	5.13	8.12	6.19	3.77	4.86	4.62	4.07

North Carolina School Membership and Dropouts by Race, 2000-01\*



We did not attempt to graph multi-racial students. This group's total membership is not available. These bars are not to scale.  
\* for duplicated counts of dropouts in grades 1-12

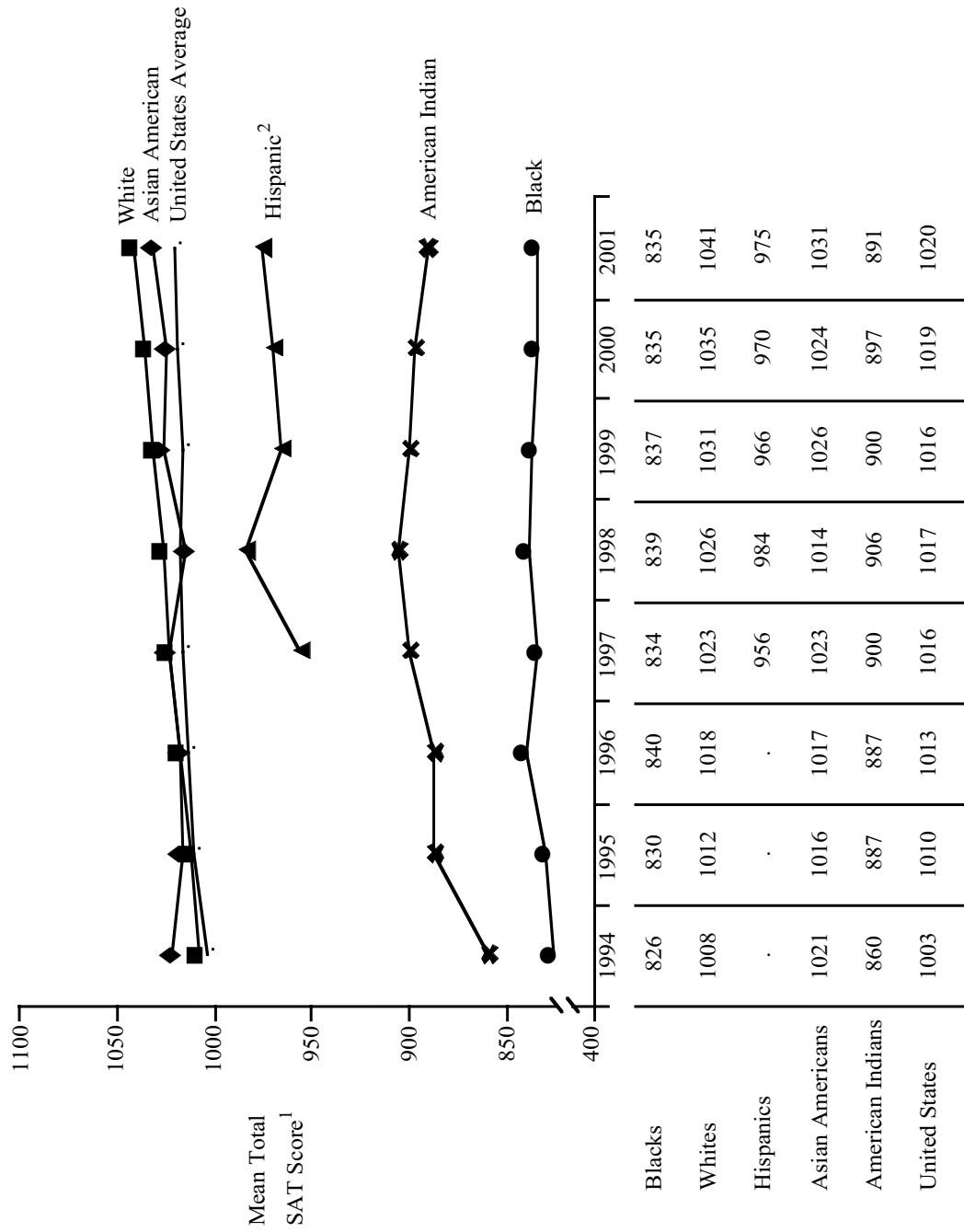
## North Carolina School Membership and Dropouts by Race and Gender, 2000-01\*



- If the percentage of dropouts for each group was proportionate to that group's percentage of membership, the white bar and shaded bar for that group are of equal length. This year the percentages for Asian males are proportionate.
- Native Americans, both male and female, are disproportionate.

\* for duplicated counts of dropouts in grades 1-12

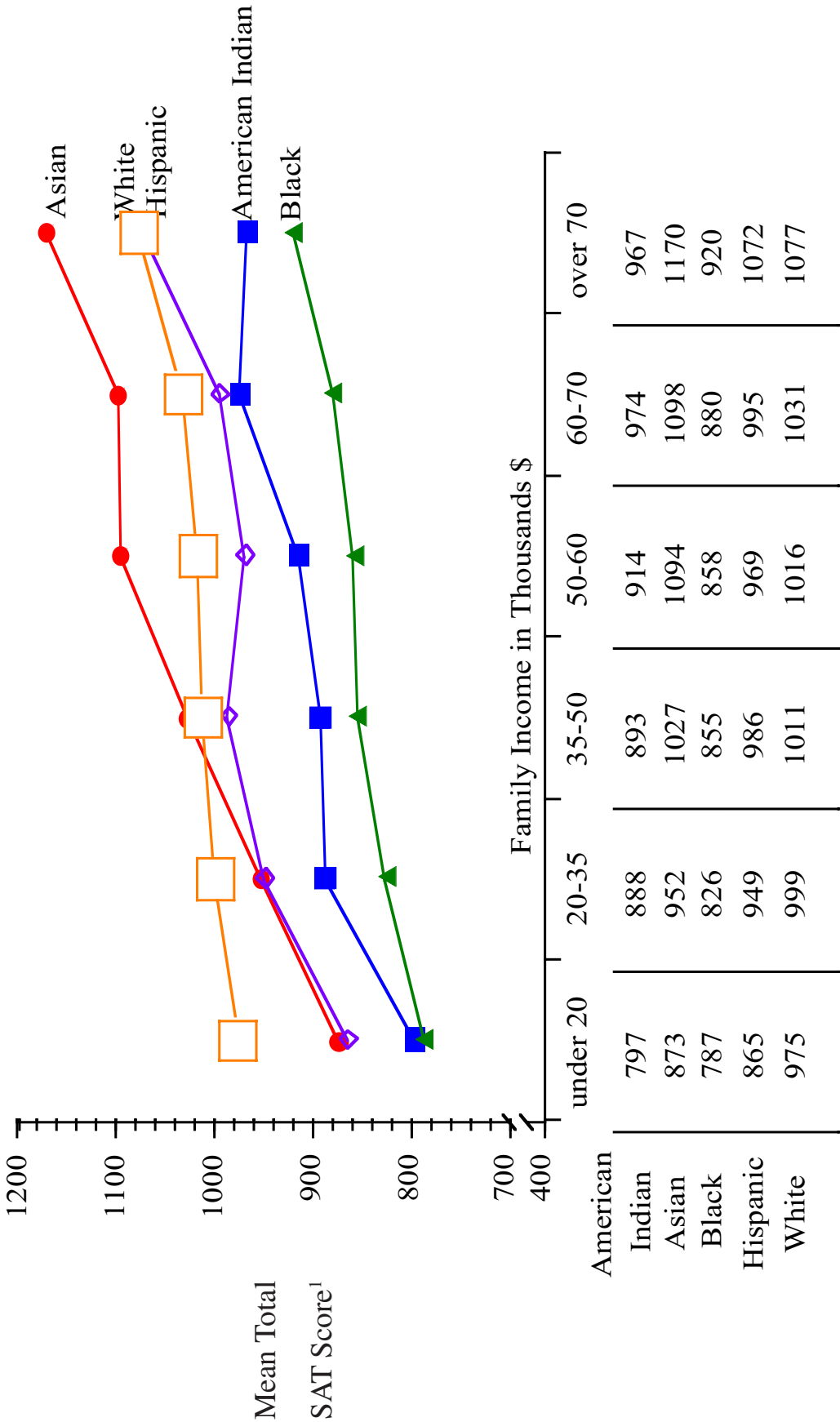
# Mean NC SAT Scores by Ethnicity -- 1994-2001



Note: Data taken from the 2000 North Carolina SAT/AP State Summary Report, College Board, Inc.



# Mean NC SAT Score by Family Income Level - 2001



Note: Data taken from the 2000 North Carolina SAT/AP State Summary Report, College Board, Inc.

# Number and Percentage of AP Test Takers by Ethnicity

## NC and the Nation -- 1999-2000

	Number and Percent of Test Takers							
	North Carolina				Nation			
	2000		1999		2000		1999	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American								
Indian	94	0.5	101	0.6	3,083	0.5	2,678	0.5
Asian	943	4.9	802	4.5	73,354	11.9	64,908	11.4
Black	1,677	8.7	1,524	8.5	31,667	5.1	27,263	4.8
Hispanic	297	1.5	247	1.4	65,172	10.6	54,748	9.6
White	15,622	81.2	14,169	79.0	410,956	66.5	365,799	64.4
Other	390	2.0	345	1.9	19,873	3.2	17,147	3.0
No	226	1.2	753	4.2	13,442	2.2	35,478	6.2
Total	19,249	100.0	17,941	100.0	617,547	100.0	568,021	100.0

Note: Percent columns may not total 100 due to rounding. Data taken from the 2000 North Carolina SAT/AP State Summary Report, College Board, Inc.

## Percent of AP Test Takers Scoring 3 or Higher by Ethnicity NC and the Nation -- 1997-2000

	1997			1998			1999			2000		
	US	NC	Diff.	US	NC	Diff.	US	NC	Diff.	US	NC	Diff.
All Students	62.9	58.0	4.9	62.6	58.1	4.5	61.9	54.2	7.7	62.1	55.4	6.7
American Indian	50.3	39.5	10.8	51.0	40.8	10.2	48.0	41.9	6.1	49.8	45.7	4.1
Asian	65.9	64.3	1.6	65.4	63.5	1.9	64.1	57.7	6.4	64.0	56.9	7.1
Black	32.9	30.9	2.0	32.0	29.8	2.2	31.7	27.4	4.3	31.1	26.5	4.6
Hispanic	59.2	56.9	2.3	57.9	57.7	0.2	55.6	57.8	-2.2	54.0	52.0	2.0
White	64.2	59.7	4.5	64.2	59.8	4.4	64.1	56.2	7.9	65.0	58.0	7.0
Other	62.8	61.7	1.1	62.0	57.9	4.1	61.1	62.9	-1.8	61.9	58.0	3.9

Note: Data taken from the 2000 North Carolina SAT/AP State Summary Report, College Board, Inc.



# Appendices





# Appendix A

## State Advisory Council on Indian Education

### 2000-2001

Charles Carter, Jr.  
NC Senate  
PO Box 131  
Asheville, NC 28802

Vivian Carter Maynor  
Parent Representative/Principal  
PO Box 315  
Clinton, NC 28329  
(910) 592-3066

Samuel Lambert  
Educator  
PO Box 481  
Cherokee, NC 28719  
(828) 497-7480

Dr. Tony Stewart  
Parent Representative/Superintendent  
1200 Halstead Blvd.  
Elizabeth City, NC 27906-2247  
(252) 335-2981

Patrick Clark  
Parent Representative  
1818 Progress Lane  
Charlotte, NC 28205  
(704) 568-3908

Anthony Locklear, Chairman  
UNC Board of Governors  
110 Solstice Circle  
Cary, NC 27513  
(919) 843-5705

Angela Lynch  
Parent Representative/Educator  
3579 Dortches Blvd.  
Rocky Mount, NC 27804  
(252) 443-6775

Louise C. Maynor  
UNC Board of Governors  
1626 University Drive  
Durham, NC 27707  
(919) 530-6221

#### Staff to the Council:

Priscilla J. Maynor,  
Senior Assistant to the State Superintendent  
Office of the State Superintendent

Zoe W. Locklear  
State Board of Education

Deborah Mountain  
Parent Representative  
P. O. Box 568  
Grandy, NC 27939  
(252) 453-6870

Frances Stewart-Lowry, Vice Chairwoman  
Parent Representative  
602 New Cut Rd.  
Lexington, NC 27292  
(336) 476-8373

Josephine Graham  
Parent Representative/Educator  
PO Box 544  
Lake Waccamaw, NC 28450  
(910) 646-3510

Rita Locklear  
Parent Representative/Educator  
957 Lonnie Farm Road  
Pembroke, NC 28372  
(910) 671-6000

Terrie Qadura  
Parent Representative  
4117 Brewster Drive  
Raleigh, NC 27606  
(919) 733-4671

Earlene J. Stacks  
NC Commission of Indian Affairs  
910 Lansdoun Road  
Charlotte, NC 28270  
(704) 364-2828

Ronnie Sutton  
NC House of Representatives  
PO Box 787  
Pembroke, NC 28372  
(919) 715-0875

Dwight Pearson, Chief Consultant,  
Closing the Achievement Gap Section  
Division of School Improvement

Angela Foss, Doctoral Intern  
East Carolina University

Appendix B  
Title VII Cohort

<b>System</b>	<b>Male</b>	<b>Female</b>	<b>Students Served</b>	<b>Program Administrator/Director</b>	
Columbus	202	202	404	Kenwood Royal	(910) 642-5168
Cumberland	474	425	899	Trudy Locklear	(910) 678-2462
Graham	80	89	169	Marcia Hollifield	(828) 479-3453
Guilford	209	199	408	Derek Lowery	(336) 370-8337
Halifax	174	120	294	Tyus Few	(252) 583-5111
Hertford	21	21	42	Janet Jones	(252) 358-1761
Hoke	475	450	925	Billy Jacobs	(910) 875-4835
Jackson	188	181	369	Nancy Sherrill	(828) 586-2311
Person	16	14	30	Leon Hamlin	(336) 599-2191
Richmond	87	86	173	Susan Eaves	(910) 582-5860
Robeson	5,732	5,292	11,024	Margaret Chavis	(910) 521-1881
Sampson	57	54	111	Pam Westbrook	(910) 592-1401
Clinton City	62	60	122	Linda Brunson	(910) 592-3132
Scotland	360	370	730	Mary Lewis	(910) 277-4459
Swain	190	174	364	Bob Marr	(828) 488-3129
Wake	122	140	262	William Carruthers	(919) 850-8894
Warren	73	68	141	Mamie Jay	(252) 257-3184
Total served in Cohort			15,635		
Total Served Indian Male			7,994		
Total Served Indian Female			7,641		
Indian Membership Statewide			18,872		
Indian Membership Male			9,683		
Indian Membership Female			9,189		



## Appendix C

### Tribal Organizations in North Carolina

The urban areas of Charlotte, Fayetteville, Greensboro and Raleigh have significant Indian populations due to the migration of Indians from rural areas of the state or from other states in the country in search of employment and other opportunities. Urban organizations serve these areas as follows: Metrolina Native American Association (Charlotte). Cumberland County Association for Indian People (Fayetteville), Guilford Native American Association (Greensboro), and Triangle Native American Society (Raleigh).

#### **Coharie Intra-Tribal Council**

7531 N. U.S. Hwy 421  
Clinton, NC 28328  
Elizabeth Maynor, Executive Director  
Phone: 910-564-6909  
FAX: 910-564-2701

#### **Cumberland County Association for Indian People**

200 Indian Drive  
Fayetteville, NC 28301  
Gladys Hunt, Executive Director  
Phone: 910-483-8442  
FAX: 910-483-8742  
Email: CCAIP@ONP.WDSC.ORG

#### **Eastern Band of Cherokee**

P. O. Box 455  
Cherokee, NC 28719  
Leon Jones, Principal Chief  
Phone: 828-497-2771  
FAX: 828-497-7007  
Email: MISTCABE@NC-CHEROKEE.COM

#### **Guilford Native American Association**

P. O. Box 5623  
Greensboro, NC 27435  
Rick Oxendine, Executive Director  
Phone: 336-273-8686  
FAX: 336-272-2925

#### **Haliwa-Saponi Tribe, Inc.**

P. O. Box 99, 39129 Hwy. 561  
Hollister, NC 27844  
Dr. Joseph Richardson, Tribal Administrator  
Phone: 252-586-4017  
FAX: 252-586-3918  
Email: JOR@COASTALNET.COM

#### **United Tribes of N.C.**

c/o Cumberland Co. Association for Indian  
People  
200 Indian Drive  
Fayetteville, NC 28301  
Gladys Hunt, President  
Phone: 910-483-8442  
FAX: 910-483-8742

#### **North Carolina Commission of Indian Affairs**

217 West Jones Street  
Raleigh, NC 27699-1317  
Gregory Richardson, Executive Director  
Phone: 919-733-5998  
FAX: 919-733-1207

#### **Indians of Person County**

High Plains Indians, Inc., for  
the Indians of Person County  
846 Epps-Martin Road, P. O. Box 3265  
Roxboro, NC 27573  
Dante Desiderio, Executive Director  
Phone: 336-599-5020  
FAX: 336-598-0530  
Email: HPIIPC@PERSON.NET

#### **Lumbee Regional Development Association**

P. O. Box 68  
Pembroke, NC 28372  
Dewey Locklear, Executive Director  
Phone: 910-521-8602  
FAX: 910-521-8625  
Email: Info@Lumbee.org

Appendix C  
Tribal Organizations in North Carolina (continued)

**Meherrin Indian Tribe**

P. O. Box 508  
Winton, NC 27986  
Denyce Hall, Executive Director  
Phone: 252-398-3321  
FAX: 252-396-0334  
Email: MEHERRIN@INTELIPORT.COM

**Metrolina Native American Association**

8001 W. Tryon Street  
Charlotte, NC 28262  
Letha Strickland, Executive Director  
Phone: 704-926-1524  
FAX: 704-347-0888  
Email: MNAA2000@EXCITE.COM

**Triangle Native American Society**

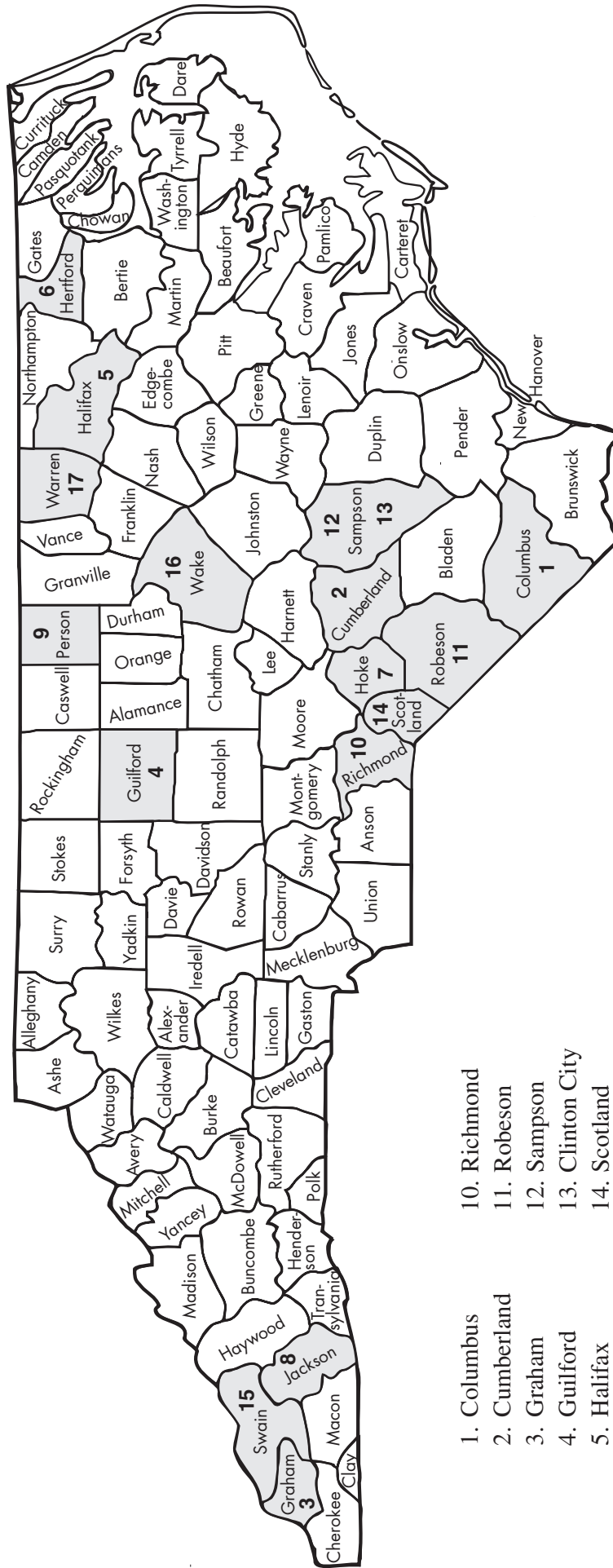
P. O. Box 26841  
Raleigh, NC 27611  
La-Tonya Locklear, President  
Phone: 919-463-0164

**Waccamaw Siouan Development Association**

P. O. Box 221  
Bolton, NC 28423  
Sabrina Jacobs, Executive Director  
Phone: 910-655-9551  
FAX: 910-655-8779

## Appendix D

# *North Carolina* Title VII Grantees



- |               |                  |
|---------------|------------------|
| 1. Columbus   | 10. Richmond     |
| 2. Cumberland | 11. Robeson      |
| 3. Graham     | 12. Sampson      |
| 4. Guilford   | 13. Clinton City |
| 5. Halifax    | 14. Scotland     |
| 6. Hertford   | 15. Swain        |
| 7. Hoke       | 16. Wake         |
| 8. Jackson    | 17. Warren       |
| 9. Person     |                  |

# 2001-2002 North Carolina Testing Program

## Overview

This document provides a general description of the ABCs of Public Education, the Statewide Student Accountability Standards, and the 2001-2002 North Carolina Testing Program. For additional information, contact the school or visit the NCDPI web site at [www.ncpublicschools.org](http://www.ncpublicschools.org) or the NCDPI Division of Accountability Services/Testing Section web site at [www.ncpublicschools.org/accountability/testing](http://www.ncpublicschools.org/accountability/testing).

### ABCs of Public Education

The ABCs of Public Education, a plan to reorganize public education in North Carolina, is based on the belief that *all* children can learn. The ABCs emphasizes that the mission of the public school community is to challenge, with high expectations, each child to learn, to achieve, and to fulfill his or her potential. To encourage a strong academic emphasis, the statewide testing program emphasizes the basic skills (reading, writing, and mathematics) that all students should master. The ABCs Accountability Program was implemented initially at grades K-8 effective with the 1996-1997 school year. High school accountability was implemented initially during the 1997-1998 school year.

### Statewide Student Accountability Standards

In April 1999, the State Board of Education unanimously approved Statewide Student Accountability Standards. These standards provide four Gateway Standards for student performance at grades 3, 5, 8, and 11. Students in the third, fifth, and eighth grades are required to demonstrate grade level performance in reading, writing (fifth and eighth grades only), and mathematics in order to be promoted to the next grade. To graduate, high school students will need a passing score on a new exit exam of essential skills (to be taken in the spring of students' eleventh grade year) in addition to meeting existing local and state graduation requirements. The Statewide Student Accountability Standards are in effect (1) at grade 5 beginning in the 2000-2001 school year, (2) at grades 3, 5, and 8 beginning in the 2001-2002 school year, and (3) at grade 11 beginning in spring 2004 for the graduating class of 2005. The web site [www.ncpublicschools.org/student\\_promotion](http://www.ncpublicschools.org/student_promotion) contains additional information regarding the Statewide Student Accountability Standards. Each school can provide additional information regarding local standards and policies.

### Tests Required for Graduation

The Statewide Student Accountability Standards include a Gateway Standard at grade 11 that requires students to pass an "exit exam of essential skills" as one of the conditions for earning a North Carolina high school diploma for students graduating in 2005 and beyond. The North Carolina High School Exit Exam, which is under development, will be administered for the first time to students in the

<sup>1</sup> For the 2001-2002 school year only, the administration and scoring of the English II end-of-course test(s) will be available as a local option using state-provided prompts.

eleventh grade in the spring of 2004. The exit exam will assess (1) Communication, (2) Processing Information, (3) Problem Solving, and (4) Using Numbers and Data. Students who do not meet the standard for passing the exit exam will be given focused remedial instruction and will have additional opportunities to take the exit exam during grade 12. In addition, student accountability standards require students to meet the computer proficiency standard as a graduation requirement for students graduating in 2001 and beyond.

Currently, all students are required to pass a competency standard in reading and mathematics in order to earn a high school diploma. Students are required to demonstrate proficiency in reading and mathematics that is equivalent to eighth grade proficiency on grade 8 North Carolina End-of-Grade Tests.

**Under  
Development:  
NC [New]  
Writing  
Assessment  
at Grades 4, 7,  
and 10<sup>2</sup>**

Test development and field testing of the analytical scoring model for grades 4, 7, and 10 writing assessment and the associated professional development activities will occur during the 2001-2002 school year. The statewide field test administration of the new grade 10 informational writing prompts will be administered to all students in grade 10 who are following the College/University Preparation, the College/Technical Preparation, and the Career Preparation Courses of Study. The revised writing assessments at grades 4, 7, and 10 will use the analytical scoring model that is under development. The revised writing assessments at grades 4, 7, and 10 will align with the revised (1999) English language arts curriculum effective with the 2002-2003 school year.

### **2001-2002 North Carolina Testing Program**

The information below enumerates all state tests required under the 2001-2002 North Carolina Testing Program. State tests included in the ABCs Accountability Program are noted with an asterisk (\*). *The expectation is that results from the North Carolina Computerized Adaptive Testing System (NCCATS) accommodation will be included in the ABCs Accountability Program beginning in the 2001-2002 school year.*<sup>3</sup>

#### ***North Carolina Alternate Assessments at Grades 3-8***

To the maximum extent possible, students with disabilities are expected to be taught according to the North Carolina *Standard Course of Study* and graduate with a North Carolina diploma. The Individuals with Disabilities Education Act (IDEA) Amendments of 1997 require all states to develop alternate assessments for students with disabilities for whom the standard statewide assessment program is not appropriate. The Individualized Education Program (IEP) Team determines whether the student is to participate in (1) statewide test administrations under standard conditions, (2) statewide test administrations with accommodations, or (3) state-developed alternate assessment(s). North Carolina has developed two alternate assessments for students who do not participate in the administration of statewide tests at grades 3-8: the North Carolina Alternate Assessment Portfolio (NCAAP) and the North Carolina Alternate Assessment Academic Inventory (NCAAAI).<sup>4</sup> (There are no statewide tests at grades 9-12.)

<sup>2</sup> Pending the outcome of the 2000-2001 NCCATS Pilot, the 2001-2002 NCCATS student performance may be used for Statewide Student Accountability Standards at grades 3, 5, and 8.

<sup>3</sup> Pending the outcome of the 2000-2001 NCAAAI Pilot, the 2001-2002 NCAAAI student performance may be used for Statewide Student Accountability Standards at grades 3, 5, and 8.

<sup>4</sup> North Carolina State Board of Education policy states that a test score at Achievement Level III or above on the end-of-grade reading comprehension and mathematics tests is the standard for grade-level proficiency at grades 3-8.

**NC Alternate  
Assessment  
Portfolio  
(NCAAP)\***

The NCAAP is only appropriate for students who fulfill all of the following criteria:

- (a) The student must have a disability and a current IEP.
- (b) The student must have a serious cognitive deficit.
- (c) The student is in grades 3-8 according to the student information management system (e.g., SIMS/NCWISE).
- (d) The student's program of study focuses on functional/life skills as extensions of the North Carolina *Standard Course of Study*.

The NCAAP, as a portfolio, is a yearlong assessment process that involves a representative and deliberate collection of student work/information that will allow the user(s) to make judgments about what a student knows and is able to do, and the progress that has been made in relation to the goals specified in the student's IEP. The portfolio requires the collection of evidences reflecting student work throughout the school year. The results of student performance reflected in the portfolio are placed on a scale that denotes student progress during the year.

**NC Alternate  
Assessment  
Academic  
Inventory  
(NCAAAI)\***

The purpose of the NCAAAI is to assess students with disabilities who:

- (a) Have a current Individualized Education Program (IEP) or Section 504 Plan;
- (b) The student is in grades 3-8 according to the student information management system (e.g., SIMS/NCWISE).
- (c) Are following the North Carolina *Standard Course of Study*; and
- (d) Are unable to access statewide testing in the North Carolina Testing Program with or without accommodations and no other state assessment option is viable.

The NCAAAI measures competencies specified in the North Carolina *Standard Course of Study* in the areas of reading (grades K-8), writing (grades 4 and 7 only), and mathematics (grades K-8). The competencies listed in an inventory are aligned to those goals and objectives described in the North Carolina *Standard Course of Study* for (1) content areas and (2) knowledge and skills students should master at a given grade level.

***North Carolina Testing Program, Grades 3-8***

**NC Pretest—  
Grade 3\***

The North Carolina Pretest—Grade 3 is a multiple-choice reading and mathematics test. It is administered to students at the beginning (within the first three weeks of school) of grade 3. The grade 3 pretest measures the knowledge and skills specified for grade 2 from the reading and mathematics goals and objectives of the North Carolina *Standard Course of Study*. This pretest provides pre-scores for students at the beginning of grade 3 for the ABCs Accountability Program. Grade 3 pre-scores are necessary to provide pre-data for the growth analysis for students at the end of grade 3.



The end-of-grade tests are curriculum-based multiple-choice standardized achievement tests that measure the achievement of curricular competencies described in the North Carolina *Standard Course of Study*.<sup>5</sup> The tests and curricular competencies have a strong emphasis on the application of knowledge and skills. End-of-grade tests are administered to all eligible students in grades 3-8 within the final three weeks of school. A computerized adaptive version of these tests is available as an accommodation for some students with disabilities with an IEP and appropriate documentation.

*NC End-of-Grade Tests—Reading Comprehension.* These tests assess reading by having students read authentic passages and then answer questions directly related to the passages. Knowledge of vocabulary is assessed indirectly through application and understanding of terms within the context of passages and questions. Passages selected for the reading tests are chosen to reflect reading for various purposes: literary experience, gaining information, and performing a task.

*NC End-of-Grade Tests—Mathematics.* These tests assess students' achievement in the four strands of the mathematics curriculum: (1) Number Sense, Numeration, and Numerical Operations; (2) Spatial Sense, Measurement, and Geometry; (3) Patterns, Relationships, and Functions; and (4) Statistics, Probability, and Discrete Mathematics. The tests contain two parts: calculator inactive and calculator active. Students may use a ruler (grades 3-8) and a protractor (grades 5-8 *only*) during both parts of the test. Students may use a calculator during the calculator active part of the test *only* (grades 3-8).

### **NC Writing Assessment\* (Grades 4 and 7)**

The North Carolina Writing Assessment measures written expression (composing) skills, such as main idea, supporting details, organization, coherence, and the application of grammatical conventions. Students in grade 4 write a narrative essay that may be personal or imaginative. Students in grade 7 write an expository (clarification or point-of-view) essay. This assessment, which consists of one writing prompt at each grade, is administered statewide on one test date designated by the NCDPI.

Beginning in the 2001-2002 school year, (1) the writing prompts will be read aloud to all students, and (2) the test administration time will be extended from 65 minutes to 75 minutes.

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<sup>5</sup> Students in earlier grades who enroll in courses in which an end-of-course test is administered (e.g., Algebra I) must participate in the end-of-course test and the appropriate end-of-grade tests.

## NC Tests of Computer Skills\*

Students who entered the eighth grade during or after the 1996-1997 school year (class of 2001) must demonstrate computer skills proficiency as a requirement for graduation. The North Carolina Tests of Computer Skills assess the K-8 component of the computer skills curriculum as defined in the North Carolina *Standard Course of Study*. The assessment consists of a multiple-choice test and a performance test. The tests are administered initially to all students at grade 8. The testing dates are locally established within the NCDPI-designated testing windows.

**Computer Proficiency Requirements.** The standard for the computer skills tests is a multiple-choice scale score of at least 47 and a performance scale score of at least 49.

Effective with the 2001-2002 school year: (1) a form of the test(s), which aligns to the computer skills curriculum adopted by the State Board of Education in 1992, will be administered to seniors during the fall, spring, and last-month test administrations, and (2) a form of the test(s), which aligns to the computer skills curriculum adopted by the State Board of Education in 1992 and amended in 1998, will be administered to students at grades 8, 9, 10, and 11 during the fall and spring test administrations.

Beginning with the 2002-2003 school year, all students at grades 8-12 who have not met the computer proficiency requirement will be administered computer skills tests based on the amended 1998 computer skills curriculum.

Students tested during grade 8 who do not meet the proficiency standard are to be retested during subsequent years on the test(s) (i.e., performance and/or multiple-choice) that they did not pass. Each student not meeting the standard has additional opportunities to retake the test(s) throughout their high school career (a maximum of one test administration date in the fall, one in the spring, and one in the summer). Seniors who have not met the proficiency standard have an additional opportunity to take the test(s) during the last month of school prior to graduation.

According to State Board of Education policy, some students with disabilities may demonstrate computer skills proficiency through the use of the computer skills portfolio accommodation if documented in the students' IEP [or Section 504 Plan].

**Reporting 2001-2002 Student Performance.** For the fall 2001 administration, student performance at all grades will be returned to school systems on or before February 15, 2002. For the spring 2002 administration, student performance (1) for seniors (including last month test administrations) will be available prior to the end of the school year, and (2) for grades 8-11 will be available during the summer of 2002.



## *North Carolina Testing Program, Grades 9-12*

### **NC Competency Tests\***

The North Carolina Competency Tests are multiple-choice tests that all students must pass in order to receive a North Carolina high school diploma (unless a student with a disability is following the Occupational Course of Study).

**Competency Requirements.** Students who entered the ninth grade during or after the 1994-1995 school year must meet a more rigorous competency standard (North Carolina Competency Tests of Reading and Mathematics). The standard is equivalent to Level III on the eighth-grade reading and mathematics end-of-grade tests. Students who do not demonstrate performance at Level III or above on the end-of-grade tests at the end of grade 8 must pass the competency tests in order to meet the graduation requirement. These competency tests are equivalent forms of the end-of-grade tests at grade 8. Information regarding the reading test is located in the end-of-grade tests section of this publication.

*Competency Mathematics.* The competency mathematics test must measure the North Carolina *Standard Course of Study* goals and objectives presented to students during eighth-grade instruction.

Students who entered ninth grade from the 1994-1995 school year to the 2000-2001 school year must meet the competency mathematics requirement based on the 1989 curriculum (old). The old competency mathematics test measures the following seven strands: (1) numeration, (2) geometry, (3) patterns and pre-algebra, (4) measurement, (5) problem solving, (6) data analysis and statistics, and (7) computation. The competency mathematics test contains two parts, a computation section and an applications section. Students may use a ruler, protractor, and calculator for the applications section *only*.

Students who entered ninth grade in the 2001-2002 school year must meet the requirement based on the 1998 curriculum (new). Information regarding the content of the competency mathematics test that measures the 1998 curriculum is located in the end-of-grade tests section of this publication.

### **NC End-of-Course Tests\***

The North Carolina End-of-Course Tests<sup>6</sup> are designed to assess the competencies defined by the North Carolina *Standard Course of Study* for each course. All end-of-course tests are curriculum-based multiple-choice standardized achievement tests. The end-of-course tests are administered within the final ten days for traditional school schedules (five days for block schedules) of the school term when and where the courses are taught. According to State Board of Education policy HSA-C-003, starting with the 2001-2002 school year, school systems shall use results from all multiple-choice end-of-course tests as at least 25 percent (25%) of the student's final grade for each respective course.

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<sup>6</sup> Students in earlier grades who enroll in courses in which an end-of-course test is administered (e.g., Algebra I) must participate in the end-of-course test and the appropriate end-of-grade tests.

**NC  
End-of-Course  
Tests\*  
(continued)**

*NC Test of Algebra I.* This test (revised effective with the 2000-2001 school year) assesses the study of algebraic concepts including (1) operations with real numbers and polynomials, (2) relations and functions, (3) creation and application of linear functions and relations, and (4) introduction to nonlinear functions. The minimum requirement for calculator use is a graphing calculator. The entire Algebra I test is calculator-active.

*NC Test of Algebra II.* This test (revised effective with the 2000-2001 school year) assesses advanced algebraic concepts including functions, polynomials, rational expressions, complex numbers, systems of equations and inequalities, and matrices. The minimum requirement for calculator use is the graphing calculator.

*NC Test of Biology.* This test (revised effective with the 2001-2002 school year) assesses the entire biology curriculum. Students are expected to have knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations.

*NC Test of Chemistry.* This test (revised effective with the 2001-2002 school year) assesses the entire chemistry curriculum. Students are expected to have knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations. The expectation is that students will have access to at least a scientific calculator during the test administration.

*NC Test of Economic, Legal, and Political Systems (ELPS).* This test assesses the economic, legal, and political systems curriculum. Goals include understanding the function and importance of the North Carolina and United States Constitution; knowing the features of the economic system of the United States and factors that influence the economy; and understanding why laws are needed and how they are enacted, implemented, and enforced.

*NC Test of English I.* This test assesses three strands of the English language arts curriculum (reading, viewing, and writing). Tasks include editing/revising for conventions and textual analysis. Editing and revising are presented as peer editing of short student essays. Students are required to edit for sentence formation, usage, mechanics, and spelling. For textual analysis, students read several passages from various genres, including literary, informational, and practical texts. Based on the reading passages, students answer questions which focus on the application of literary terms and techniques.

**NC  
End-of-Course  
Tests\*  
(continued)**

*NC Test of Geometry.* This test (revised effective with the 2000-2001 school year) assesses geometric concepts building upon middle school topics. Students move from an inductive approach to deductive methods of proof in the study of geometric figures. The minimum requirement for calculator use is the scientific calculator.

*NC Test of U. S. History.* This test assesses the U. S. History curriculum. Students are expected to have knowledge of important ideas and concepts, understand and interpret events in history, and connect historical people and events across time. Many items ask the students to analyze primary and secondary source documents.

*NC Test of Physical Science.* This test (revised effective with the 2001-2002 school year) assesses the entire physical science curriculum. Students are expected to have knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations. Students are expected to have access to at least a scientific calculator during the test administration.

*NC Test of Physics.* This test (revised effective with the 2001-2002 school year) assesses the entire physics curriculum. Students are expected to have knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations. Students are expected to have access to at least a scientific calculator during the test administration.

# References

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